

Break

Mixed company

It is getting easier for women to get into Oxbridge and Cambridge— and as a result harder for men.

The number of Cambridge men's colleges which take women is rising steadily. Some six this year, Trinity next year and perhaps four more in 1979. The increase in places open to girls will not be anything like balanced by admitting men to Girton (graduates this year and undergraduates next)—even if the long bike ride and the prospect of teaching do not discourage good male applicants.

At Oxford, the initial experiment with five mixed colleges has been allowed to run its course. But it is over now and the university has decided to allow any other college which wishes, to change its status and go co-ed. The first admissions under the new regime will be in 1979, and it looks as if some 16 more colleges will then be mixed, including St Anne's and Lady Margaret Hall.

The next batch will probably wait until 1983, after which date there may be only four single sex colleges left, Morton and Queens, for men, and Somerville and St Hilda's for women. "The trouble is if you wait until last, you may never be able to change. There is a general feeling that some single sex colleges must remain", as one fellow put it last week.

This term has been marked by anguished discussion mounting to fever pitch as the deadline for university and college prospectuses to go to press for 1979 admissions has approached.

Cambridge has somehow managed all along to avoid general debate, proceeding piecemeal over recent years. Oxford has however been trying to regulate the process through a university-wide basis and has all this year been agonisingly discussing how balance may be maintained. Perhaps this reflects stronger women's colleges; perhaps it is because they were first in the field.

For whatever reason, the consensus which has been trying to control the terms this term has had a tough job. In the interests of the said balance, it was agreed nine more men's colleges should go mixed in 1979. But when lots were drawn, some of those on whom the lot did not fall were unhappy. University College, for example, led from behind by Lord Goodman, its new Master, has broken ranks and decided to go ahead anyway.

His lordship, it seems, has managed a cool campaign. His own

views were never in evidence. He has apparently allowed the old die-hards to make the winning. "I think we shall have to move with the times, Master"—with the result that the fellows voted for women, with only two dissenters.

The haste is not dissuaded. Applications for Oxford and Cambridge overall run at just over two for every man's place, two and a half for every girl's place. But there is a wide margin between the colleges. If all are typical of one which shall be nameless, the incentive is not hard to find. That unnamed one used to have rather more than two applicants for each place. They now, as a mixed college, have more than four.

All this spells real trouble for the women's colleges. They have not the endowments, the fellows, the cellars, nor in most cases the downtown sites which might lure the best men either as fellows or as undergraduates. At the same time they are going to have a lot more competition for women at both senior and junior level. Already, according to a fellow of one women's college, it looks as if the only really bright girls who choose the women's colleges are those who have had a nasty time as one of a small band of girls in a boys' school sixth form.

Several people are speculating that there could even be spaces unfilled in these colleges for a few years—at least until girls' expectations catch up with the supply of places or until the colleges manage to tap a new market. Perhaps that will provide a compelling motive for crawling to terms with comprehensive schools.

Moving picture

Lord Snowdon—Tony to us viewers—has demonstrated yet again his skill at the not undemanding art of television documentary. His new film *Peter, Tina and Steve*, which was broadcast by ABC on Wednesday, was a moving and illuminating portrait of a foster-parent scheme to help adolescents in trouble.

One virtue of the Special Family Placement Project lies in its cheapness: whereas it costs several hundred pounds per week to keep a seriously disturbed delinquent in institutional care, the price for fostering one under the new scheme, which started in 1975, is a flat £37 per week plus the normal allowances for clothing and food.

But the scheme, which follows similar ones in Sweden and the United States, and which is jointly run by the Gatsby Charitable Foundation, the Kent social services committee, the Kent University, has far more important virtues, as those who saw the film will immediately realise. It is specifically designed to show that adolescents with severe problems, who would previously have been considered unsuitable for fostering, can be kept in the community and that their placements can reduce or even solve their problems.

Great patience on the part of the



Never mind the "ici nous parlons français, Monsieur," this is a maths lesson.

foster parents is clearly a basic requisite for the job, and disappointments are inevitable. His story refuses to relate what has happened to the three young people who starred in the film but on the evidence of what we saw the prognosis for Peter at least does not look too cheerful. However, the general view, amongst those running the project, is that though this clearly can't be a panacea the early signs are very encouraging.

Professor Zita Albes, who runs Downlands College, a school for children with so many difficulties—learning and otherwise—that it is often used as a last resort, wants to hold a conference in Monte Carlo on the theme of children under stress. She has already managed to persuade Dr Joshua Albers, chairman of the British Association of Social Psychiatry (of which she is a council member), to give his and the association's support; to enlist Al-Helm Noorden, co-founder of BASP and "retired business executive" who started in 1975, to do the organising; to get Mr Howard Gunn, director of the Mountain Information Service, to arrange a seminar-cum-sales drive at the unlikely venue of the Arts Club; and to acquire the services of a financial consultant.

Project Respond

The National Westminster Bank (profits for the first half of the year to July, £110m) "has adopted a policy involving a more positive approach to its role in society". It is giving £50,000 in awards of between £50 and £250, to schools which offer the best plans for "community orientated schemes".

Project Respond has been tried out for two years with local schemes like teaching the blind to canoe, teaching English to housebound Asian women, and a wastepaper collector scheme organised by an ESN school. Natwest's press officer said he had been surprised at the size and scope of the response. Because of the success of the pilot scheme, Project Respond is being extended nationally.

It is rather difficult to know how the amounts of the awards are decided. The money is supposed to cover the cost of the scheme and to acknowledge merit. It may well do more than cover costs since most schemes, by the nature of the project, involve voluntary work and very low cash outlay. The criteria for recognizing "merit" are not clear either, but one can't help feeling that some worthy schemes will arbitrarily escape the cash bonanza.

Interested schools (secondary only) should contact their local Natwest manager. In fact, he should already have contacted them and offered to tell them all about it. Intention to enter should be stated on a preliminary notice which has to go to head office by November 2. The scheme in detail has to be submitted by March 1, 1978.

At the seminar in the Arts Club basement, Professor Albes

War dance
Blond dreadlocks were...
head skirts and...
West African drums...
House vicarage last...
unorthodox type of...
tainment, to be...
girls were celebrating...
of the Alhwa centre...
of London African...
converted vicarage...
financed by...
Ghanaian teacher...
heuristic school, Harlow.

well as listening and dancing...
opening, people were...
a thatched mud hut...
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Mr Cobson hopes...
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other and lived up...
got one pupil who...
special project on...
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and another is doing...
of going for her...
Teachers may find...
local authorities are...
the idea when...
cover that a set of...
drums cost over 1,000.

Prophetic

How do you set about organising an international conference? Well, it helps if you have a prophetic genius with a knack of finding the right people to put your dreams into reality.

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Professor Albes's prophetic qualities became apparent when it was discovered that her conference idea almost coincided with the beginning of the International Year of the Child in 1979—a United Nations sponsored designation (not like the Chinese Year of the Pig). The conference will be a "head of overture" to what we evidently have to learn to refer to as IYC.

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Mr I. B. Morgan

Kennington School
In our issue of October...
published a reference to...
press conference launching...
policy on multi-class...
included in the item was...
ment by a parent that...
Kennington School...
that parents were...
having an interest in...
children's education.

We are asked on behalf...
I. B. Morgan, the...
Kennington, to...
he has...
view to forming a...
he was appointed...
a result a PTA...
Kennington, to...
ing discouragement...
parents are very...
with the head and...
We apologise to...
and staff for any...
arising from the report.

Next week

Sixth-form cooperation; Paul...
Rowan reports on a...
story, Roland Wilcock...
failure. Black pupils...
likely difficulties in...
P exam proposals. Michel...
his bibliophile upbringing.

After two passes East...
spade and my partner...
Unusual NT, calling for...
minor suit. West bid 3...
14 might have been...
I decided to wait. East...
South 5 clubs, which I...
East doubled.

Rather confused by now...
searched for a...
not willing to lead a...
into the Unusual No Trump...
led a heart, enabling my...
make an overruff and...
deal rubber worth 19...
points.

I again congratulated...
with exactly half the...
the pack he had just...
26 tricks. But East's...
really had bid. He had...
sive value and should...
S. J. Simon's...
When in doubt, bid...
When a 5 spade bid...
the would have been...
the contract should...
and may be two down...
lead, for a maximum...
points. But NS may...
spades is...
cheap save in 6 clubs...
go down for 200.

So, if they had...
hand properly, E-W...
made 300 points. And...
would have made 300...
result: nil, instead of...
us.

John G...

comment
near with no yesterday. I took him to the zoo to see...
absence note received at a Kent school.

THE TIMES Educational Supplement

FRIDAY NOVEMBER 4 1977 NUMBER 3256

Crowded off the timetable?

A new Education Bill, now being drawn up by the Department of Education and Science, should be ready by the end of the year. It will, therefore, be available for the programme of legislation to which the Government is firmly committed—devolution, direct elections to the European Parliament, the Finance Bill—collapse for any reason, or if it is passed quickly, leaving time for the session for relatively minor matters. There will therefore be time to take account of the consultations on parental choice and governing bodies.

When we went in press on Wednesday this week, the day before Parliament was due to reconvene, it was thought unlikely, with the timetable so uncertain, that there would be any specific mention of an Education Bill in the Queen's speech, though it was hoped the Prime Minister would refer to it.

The omission—if it is omitted—does not necessarily mean victory for Mrs Caroline Benn and her friends in the Labour party. They are campaigning behind closed doors (see page 3), against the proposed clauses purporting to clarify and strengthening parents' rights to a choice of schools. They have some logic on their side. Parental choice has never been a reality for more than an energetic minority of parents, and would, if practised untrammelled by all, cause major nightmares for those administrators whose job it is to run the best service they can for all the children in their care.

But Mrs Williams is the shrewder politician. Non-parents may be, but the Conservatives see the slogan of more parental choice as a vote puller. They are probably right. And certainly to be seen to curtail ever such choice as now exists would be to play into the hands of the Labour party.

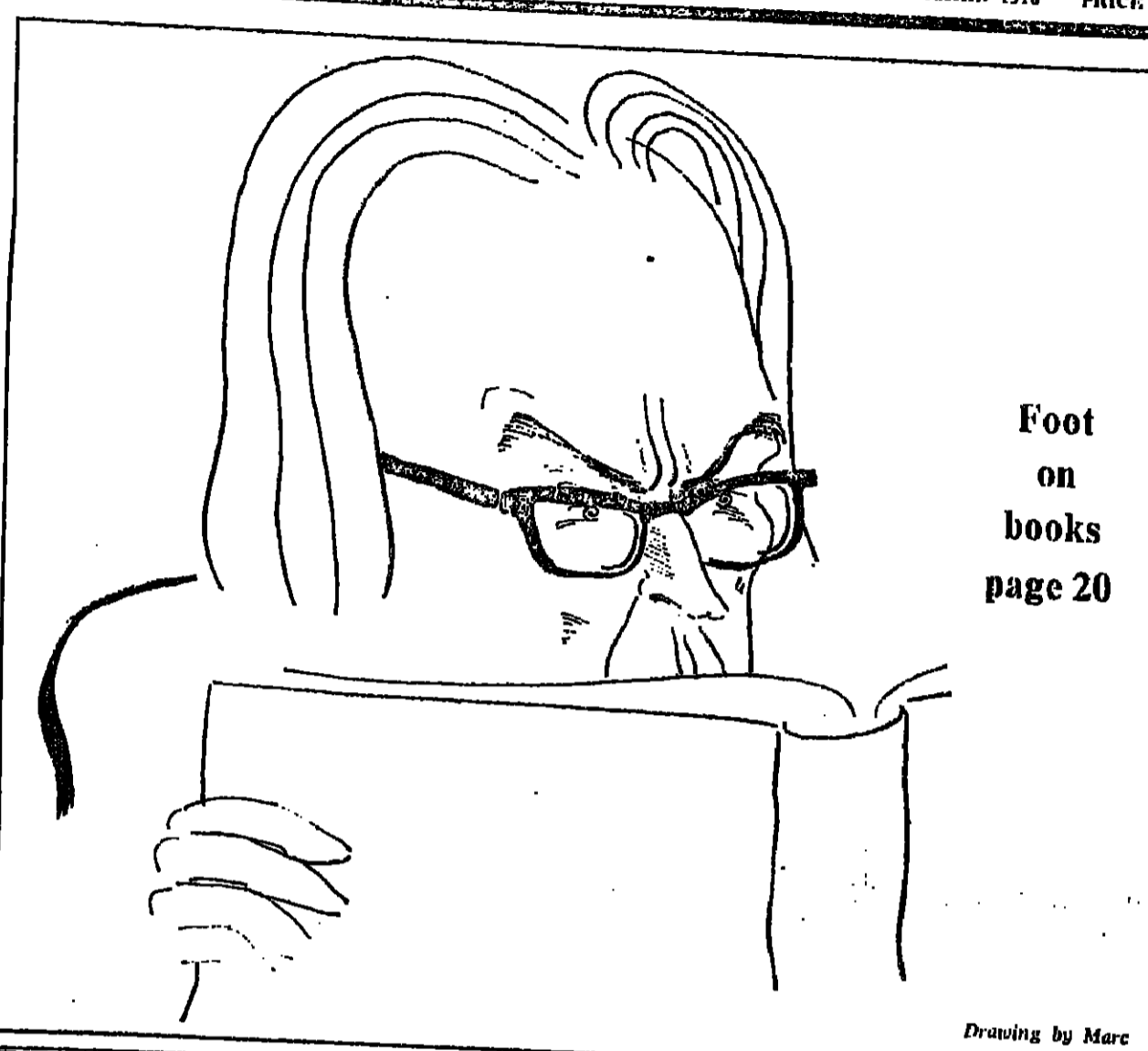
The proposed legislation, as pointed out in the TES on October 14, will—by strengthening the local authorities' powers to declare a school full even if its numbers are lower than in previous years—allow authorities to forestall or limit any accretion of parents' choice produced by falling numbers. Some conspicuous compensating measures to improve and regularize parents' rights are therefore necessary. However, any new Bill would be seen mainly as a legal tidying up exercise, affirming and clarifying parents' rights. It is as much the work of Mrs Williams's new legal advisers as of election strategists.

It is through the clauses implementing parts of the Taylor report that parents, in a corporate rather than individual sense, would gain new power. If the Bill is to the statute book, every school in the country will have to have its own governing body composed of elected parents and teachers, members of the local authority and co-opted community worthies. Even without any change in governors' powers—and none is proposed—people with as much detailed knowledge of their school as these could not fail to be more effective than many existing governors.

The rest of the legislative package is likely to consist of higher education courses which take place partly under statutory backing for the industrial scholarship scheme; a change in the rules governing research, led by the Secretary of State to commission research which local authorities direct (a form of specific grant which no objection has yet been voiced); and some amending of the rules covering school clothing grants.

Research is all the specific grant Mrs Williams is likely to get in this Parliament. The larger scale grant she knows to favour could only be made available by a change in the law on local government finance and that is not planned at present.

It is the lack of such powers means that the Government's marked for education in Mr Heuley's budget only goes into the rate support grant pool for next year. Notably it is enough to pay for 1,000 teachers; there is no guarantee that this is how far Mrs Williams can ensure that it goes to desired areas. Indeed £4.5m once split up and distributed in the total grant is not going to make any difference so flush with funds that it will embark on anything big.



The party conferences are over, the rank and file have had their moment of glory, but what does it mean? Lucy Hodges describes how the parties really decide on education policy, page 8.

Choosing right

The Labour Party is divided on how parents should be given more choice over their children's schools. Mrs Shirley Williams's proposal to vote out the law is being resisted in some quarters by those who see it as threatening comprehensive education.

Equality battle

A confidential report on the Equal Opportunities Commission has recommended that its educational section be scrapped. The commission suspects the DES of having a hand in this and accuses it of not doing enough about sex discrimination.

After RSL-RWSA?

A ban on anyone starting a normal working career until the age of 18 is one idea being put to the Government by its manpower advisers.

Guess estimate

Should children be taught to make exact calculations or accurate numerical guesses? John Maddox looks at what numeracy means in practice.

Sixth sense

Should school sixth forms be cooperating with each other, or with further education colleges? Patricia Rowan looks at a solution that works, Roland Wilcock at one that has failed.

World weary

The last two years of the second Wilson administration are the subject of the third volume of Richard Crossman's controversial diaries, reviewed here by Stuart Maclure.

Counting heads

A member of the Caribbean Teachers' Association puts the case for the collection of statistics on the ethnic origins of all schoolchildren.

Schools drama

Chris Day talks about conceptual approaches to drama and David Seif gives a list of playtexts for secondary schools.

Management by results

Avon Resources for Learning Development Unit is experimenting in ways of managing resource-based learning.

Russians coming

Christopher Griffin Heale looks forward to BBC's Russian Week and previews some of the special programmes.

Turned off?

Further Education programmes may be a casualty of the new radio frequencies announced last week.

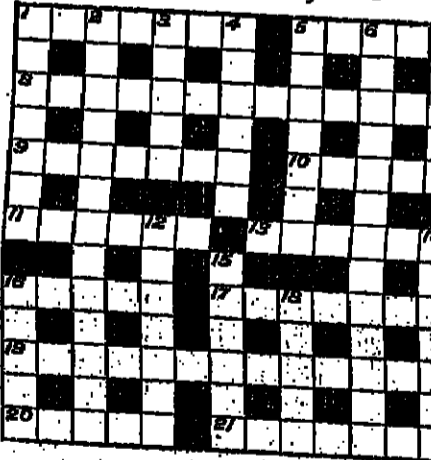
Extra: Geography

Leaders, 2; foreign news, 12, 13; Letters, 14, 15; features, N and P, sixth-form cooperation, 17-19; Books, education, politics, children's care, Children's Literature, English texts, 21-24; Talk-back, race statistics, Network, 24; special reports on drama, BIC's Russian Week, Slaw theatre, Benjamin Britten celebration, Viewpoint, careers, 70, 71; Break, Crossword, chess, 72.

Classified ad Index

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Crossword No 1,108



- Across
1 Antidote for late evening meal (7)
5 Youthful expert in chemistry (5)
6 Antidote of French thought in France (7, 6)
9 No, rudely bear! (4, 3)
10 Notorious one may put aside (5)
11 An eye to the law for the drift of it (6)
- Down
13 Even this street grows older by degrees (7)
16 Helpful cash when you are in deep water (5)
17 He might make a maid err (7)
19 Finally that seems beneficial not only to the virtuous (3, 4, 3, 3)
20 Statutory cottage in English poetry (5)
21 Where it is he does good deed will be achieved (7)

Down

- 2 Modern version of tomahawk (7)
3 Figuratively its sides can never meet (13)
4 The Roman words are up to the post office (5)
5 Gives me clues for drugs (7)
6 Not only what the traveller pays for food (5, 4)
7 Grounds for not drinking (5)
12 Battles that suit lawyers (7)
14 Creditable bet, over 17 (7)
15 Hobbies on sides one behind another (8)
16 No, however, the column of the music critic (7)
18 A lordly holding, yet probably peer-less (5)

Solution to Puzzle No 1,107

Across
1 ANTIDOTE
5 EXPERT
6 ANTIDOTE
9 BEAR
10 NOTORIOUS
11 DRIFT

Down
13 STREET
16 DEEP
17 MIGHT
19 BENEFICIAL
20 COTTAGE
21 WHERE

Bridge

"It rained after lunch, so I suggested a rubber. To my surprise, our host said that he loathed playing bridge in the rain. He said bridge was depressing enough without that."

Thus Beachcomber, in the *Life* and *Letters of Mr. Thakre*. But for us addicts one of the compensations of the wet summer was the chance, nay the obligation, to play non-stop rubbers through long weekends deep in the sodden country. I was the beneficiary of one such remarkable rubber.

My partner (South) dealt and opened 1 heart, which I raised to 2. East bid 2 spades, and my partner 6 hearts. West dutifully took all 13 tricks in record time: 5 trumps in dummy, 3 spades in hand, and 5 clubs. Well,

I didn't use Blackwood since I thought we would have a play for the slam even missing all three aces. I knew we'd get a spade lead, so your diamonds could be discarded off a club and a cross-ruff would do the rest. Naturally, I had nothing to say, since I encourage my partners to bid aggressively.

Of course, West should never have led a spade. That sort of bidding sequence by South nearly always means he is crying out for a spade lead, and with five in his own hand West must assume South is void or has a singleton ace. East did well to refrain from doubling on his two aces, and bemoaned the fact that he and his partner were not playing Lightning Doubles against slam contracts. The Lightning double calls for an unusual lead, and East-West would probably have found 300 points instead of losing 710 and the value of the game.

So, East-West agreed to play Lightning from then on, and this was the next hand:

Wrong way back?

Mr Callaghan, in his speech to careers teachers last week, made another plea for attention to the teaching of basic skills in schools. (page 6). In America, Mr Joseph Califano, Secretary for Health, Education and Welfare, has given his support to the back to basics movement and called for more and better testing (page 13).

With voices like these trumpeting the need for a return to basic skills and assessed teaching of the three R's, what chance is there that attention will be paid to the warnings of such men as Dr John Goodlad of the University of California (back page)? Yet Dr Goodlad is only saying the same as the head of Her Majesty's Inspectorate, Miss Sheila Browne.

"The recent swing towards the basic skills she told the Council of Local Education Authorities in the summer," she says, "seems to be leading to a narrowing of the definition of these skills and a risk of separation of these skills in the curriculum from their applications".

If Miss Browne is right—and with the Inspectorate's surveys of primary and secondary schools nearing completion, she must be better informed than most—Mr Callaghan is adopting a self-defeating position. He wants, he says, a new attitude in schools to manufacturing industry and the world of work. He wants more people to learn maths, science and particularly physics. He wants more understanding of the processes of making things. This change of attitude is not being assisted by obsessive concentration on the inculcation of basic skills.

This is not to argue that the basic skills are unimportant. There has, in the last fifteen years, been a far too wobbly minded rhetoric about progress, methods and learning by doing. At the same time, there has been a lot of chaos in the schools as a result of teacher shortages and high turnover and the rhetoric has not infrequently been used to cover chaos or sloth or inexperience.

It is to argue that given clarity of purpose, efficient organization and adequate resources, children can master the basic skills better when those skills are related to other areas of learning and life than when they are justified by arid exhortation and repetition.

The trouble is that this way of educating children is difficult and exhausting. The places where it is done successfully are relatively few and the fight for resources is hard and discouraging. Is Dr Goodlad, therefore, right to suggest that a large part of the back to basics message comes not, as commonly claimed, from parents and employers but from teachers who are only too happy to find the simpler ways apparently justified?

Parents and employers certainly complain. But because they know that something is wrong it does not follow that they know the best cure. It is noticeable that progressive schools run with hard-headed attention to structure and routine are very popular with that group of parents normally regarded as the most exciting.

It won't go away

Political education in schools tends to make everyone nervous — teachers, parents, politicians — everyone, that is, but the schoolchildren themselves. As Aristotle points out, the comprehensive school children interviewed in the London Weekend Television programme about the National Front youth movement showed a healthy scepticism; they were also remarkably clear about the good between the good and bad, and they wanted help to do so. They thought it would be better to learn about politics from teachers they knew, and whose political leanings were rarely covert, than from extreme right or extreme left-wing activists.

All the evidence is that their views are typical. A recent Hansard Society report found that only 30 per cent of school leavers had studied "some kind of politics" at school, and most believed they had not been taught enough. Another research report on political education in schools, as yet unpublished, found that a majority of students in six case-study schools rejected the idea that teachers should indoctrinate them politically, since they always felt they were wrong of, and could discount, the teachers' own political views.

As the teachers themselves point out it is not enough for the children themselves to believe that indoctrination is unlikely; parents and the outside world must also be convinced.

The recent spate of National Front activity to recruit young people, which has ebbed rather more surreptitiously on the extreme left, makes it more rather than less important to lay doubts and fears about well-balanced political education to rest. So the education authorities have remained cool and stuck to the rule book about the teaching of National Front leaflets in East London schools. The National Union of Teachers' executive is unlikely to make any hasty pronouncements when it considers the subject at the request of the Inner London Teachers' Association tomorrow.

But longer term it is no use pretending the problem will go away if it is ignored. Children need to be taught about the issues of all kinds as well as the wider brands of propaganda. That, in turn, means that their teachers will need help in the form of guidelines, materials, and some decisions about a place for political education in the curriculum.

Holland at bay

The euphoria about the Holland report is over. The blanket plan to help the young unemployed will be operated but paid to the image of the Manpower Services Commission, as a benevolent arm of whose bureaucrats' purse it is more worthwhile to be unemployed at sixteen than to stay on at school.

It has always been clear that the success of the planned progression of preparation, training and work experience would depend on how sensitively it was handled at the point of contact with the 16-18-year-old citizens, and in the choice of suitable schemes.

Originally, it looked as if Holland himself was strongly committed to representation of the local authority level on the choice of projects. Mrs Shirley Williams certainly believed in local participation. By the time the consultation docu-

Investing in the future

Is Britain falling behind in its commitment to adult education and retraining? Dudley Plunkett looks at in-service training and explains why local authorities must spend more on keeping our teachers up-to-date

Speaking in Southampton on September 9, Mrs Shirley Williams told a Conference for the Advancement of State Education (CASE) audience that, of £7m allocated by central Government to the I.e.a.s for in-service training last year, only 20 per cent was being spent on this item.

While she stressed that the DES had no power to compel authorities to spend their rate support grant in line with central Government plans, Mrs Williams pointed her finger accusingly at the local authorities for failing to respond to what is one of her department's main priorities.

But people working in the in-service education for teachers (INSET) field are anxiously wondering if last year was an isolated case. Will it be the same again this year? And, despite the Green Paper's target of quadrupling full-time equivalent places on in-service courses in the next four years, how long will the Government continue to increase national but ineffective INSET allocations?

Having the task of the co-ordination and development of advanced studies in a university department of education, I can hope here only to sketch out a partial, but probably not unrepresentative, view of the implications of local authorities' relative neglect of in-service training for one institution's INSET programme.

INSET work in my department aims at strengthening the educational service both academically and professionally. Most students for award-bearing courses are at mid-career level, usually with substantial responsibility in teaching or middle management in schools. They need a full-time course during which they can be away from routine commitments so that they can evaluate their own educational thinking and practice. Part-time courses, though restricted to a local catchment area, can serve similar ends to some extent, but they are not commonly aimed at increasing basic professional skills and retraining.

A sudden virtual cessation in local authority secondments to full-time courses has meant much time-wasting processing of higher degree course applications, many of the applicants being sent at or near the end of the process that, even with the offer of a university place, they would not be seconded. Meanwhile we made more offers to able students than ever before, only to find that far fewer United Kingdom students.

The number of our full-time students who have been granted I.e.a.s secondments has diminished from 43 two years ago to 31 last year and to 13 for the coming year. Nearly four-fifths of all the United Kingdom applicants to whom we offered places on the basis of their qualifications, interests and experience were refused secondment; and cost of living and fee increases have made private financing impossible for any but an insignificant minority of United Kingdom students.

Last-minute overseas applicants, on the other hand, are finding places where previously they would have had to be turned away. Consequently, our programmes, which have been designed to focus mainly on issues of concern to teachers in this country, are having to be urgently reappraised. What plans should we make in the longer term? Long courses of INSET are in danger of becoming an expert commodity. This has its positive aspect, to be sure, but it has been an unplanned one; our work is in fact being suddenly reorientated by the unilateral decisions of local authorities.

INSET is an investment. It can be seen to pay off, as teachers gain confidence from courses, in the fields outlined by the Green

Paper such as "the complex tasks of school organization and management, including the design and planning of the curriculum"; and then go on to take senior posts. Other teachers build on or consolidate their experience or use a course to build a new specialism, such as in the teaching of reading or in science for the middle years. These teachers are needed by the school system and should continue to receive its support for the studies they undertake. Evaluation research is urgently needed to show the range of outcomes from such courses of advanced study.

But INSET should not stop with an élite of highly committed teachers. There are those who will take a course from time to time in the spirit of a duty course, and it is perhaps even more important that

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are obstacles are put in their way. These will usually be candidates for shorter courses but will be more likely to become involved if part-time release and financial costs are accepted by their employers.

In the case of the minority of well-flowers, it is even more essential that the local authorities do not merely refer them to university to support their in-service training, but that they positively promote opportunities for INSET and affirm the notion of the teacher's professional responsibility to make sure that their teaching meets the needs of children and society today.

Teachers are being moved under the new lights of public scrutiny, not only in the sense that education is a centre of public controversy, but also with the more direct changes in their relationships with the public that may be expected to take effect at a recent Institute of Committee report. It is hardly fair to envisage such exposure without ensuring that teachers are professionally equipped not only to cope with it, but even to benefit from it.

Very many teachers are quite literally queuing up for the chance to develop their professional knowledge and skills; but the teacher associations have not so far adequately responded. It is for them now to pursue INSET development more directly. However extensive it is, it is not enough to challenge redundancies alone. A profession with security of employment needs to be all the more sure of its values and objectives, and this is what professional development policies agreed between teachers' unions and employers and translating institutions would be doing. Without a clearly defined teacher role and training institutions will reach agreement either about the scale of development for INSET in the long term, or about their respective roles in it and the appropriate balance in participation among providing agencies.

The Green Paper refers to the eventual prospect of formal regional machinery for determining teacher education policies, but makes plain the DES's hope that local consultations and decisions about INSET will be developed. Why is there such reluctance about this? Is it because the local authorities are afraid of all demands for financial commitment, or are there fears of encroachment upon local authority central over the development of the

profession and the schools are plausible, but both would show the education system as a whole might be made to work. The power certainly lies with I.e.a.s to decide educational policy in practice over a wide area. However, resistance to local authority control in polytechnics is of many signs that local authorities have limited educational credibility. Local authorities got to look to this credibility, not merely with those higher education institutions which at present are dependent upon financing, but with the teaching profession at large. How should they react to local authorities who plan to attend either directly those only within the local authority area? Or to authorities who priorities feature basic development and ignore the many management potential of their able and experienced teachers?

These questions need to be asked by the representatives of teachers and the training industry so that better INSET opportunities are provided for the benefit of the whole profession. At the moment, the unit cost of secondment is high, certainly no less than £5,000 a year, and such courses are especially vulnerable in hard times. The I.e.a.s are necessarily the most to blame, they have had to fight to maintain their budgets and their commitment to other areas of local authority expenditure. But has it fought hard enough, and have its teachers been so?

The local authorities' serious commitment to INSET is possibly only a particular case of the general sluggishness of the Government's response to the society and economy of education and retraining. The proposals for adult education, which are being put forward by industrial training boards, lay particular emphasis on the need for a full-time education level, central Government to initiate educational legislation, and indeed the effectiveness of wide sections of the public to the opportunities for retraining that currently exist. These far-reaching proposals for retraining, which take us far beyond the Green Paper, but provide a proper context for the INSET work.

Local authorities must wake up to the undesirable consequences of their current INSET policies. At least to the level of Government's expenditure plans:

- teachers' associations should examine the INSET needs of their members and play a full part in ensuring that greater priority is given to the funding of training opportunities;
- Green Paper-style local curriculum reviews should be broadened, or be paralleled by similar planning and policy reviews, details of which should be made available in this field and then to other I.e.a.s;
- research on INSET needs and evaluation should be carried out, including short and long courses;
- study of the feasibility of direct DES funding of a one-term and one-year cross-institutional needs analysis, involving education and retraining, leading to proposals for exchange of information, and for legislation to secure the development of life-long learning opportunities.

Dudley Plunkett is tutor in the department of Education, Southampton University.



Shirley Williams: "I will..."

Jobless aid programme delayed after protests

The Manpower Services Commission has been forced to put off the announcement of its plans for the running of the £100 million jobless aid programme until next year, while the Government considers widespread protests at the commission's intentions.

A plan for the programme to be run by a handful of area boards and teams of civil servants became known to local authorities and voluntary agencies through a leak 48 hours before the official announcement was due yesterday. It was immediately denounced as a mockery of the commission's repeated avowals that the scheme would be run largely by local bodies.

The youth organizations are also angered by the realization that the commission intends to restrict participation for youngsters to a maximum of 12 months, whether or not they can find jobs at the end of the time. The ruling is spelled out in a confidential letter from the commission's chairman, Mr Richard O'Brien, to Mr John Gidding, the Department of Employment minister responsible for youth employment and career matters.

It is this letter, which also sets out the commission's decision to put the programme into the hands of 28 area boards instead of local education authority-sized committees, which was leaked to Youthaid, the national youth organizations' press group.

It is known that a number of ministers, including the Education Secretary and Mr Gidding himself, as well as their senior officials, feel very strongly that the running of the scheme should be left to community bodies, including local authorities, in each locality.

The plan for large area boards, already been put forward by the MSC in a consultative document issued in August, when the commission insisted that it wanted the widest possible comment while its chairman and senior officers continued to affirm that they wanted to delegate as much of the running as possible to local bodies.

Many of the local authorities, though not all, joined the youth organizations and educational organizations in demanding that there should be a much greater number of boards so that each could cover a smaller area. Youth aid claim that all but 20 of the 400 organizations who submitted comments took this view.

'Bogus' degrees

Parliament should take action against people who sell bogus qualifications and professional titles, says the Education Secretary. He said that in non-recognized colleges, says Kent County Council. Councilors heard how "degrees" in any subject were available for about £12.50 from an address in Coventry.

An attempt was made in Parliament in 1973 to clamp down on the bogus racket, but the Education (Status of Degrees) Bill ran out of time.

Choice row splits Labour

Mrs Shirley Williams' proposal to strengthen the law to prevent parents choosing to send their children to private schools is a bitter controversy in the Labour Party.

This week education ministers, including Mrs Caroline Benn, wife of Tony, clashed with junior education ministers at a meeting of the science and education sub-committee of the party's National Executive Committee. Mrs Williams did not attend.

The "rebels" are believed to object to new local opinion in the Department of Education and Science, rather than to the principle of parental choice. Some of them would like a circular to be sent out giving parents more rights, including those recommended in the Taylor report on school governors.

They believe that a law which strengthened parental choice would lead to a situation where the most able children would be sent to private schools.

The department's new local advisers, Mr and Mrs Taylor, who came from the Home Office, is believed to be taking to heart the lesson of the Tameside case in which the Home of Lords overruled the Education Secretary's judgement.

The DES is worried that this could happen again, and that the minister might make in cases where parents are appealing about their children not having got into the school of their choice.

Every year about 1,000 parents complain to the minister, who takes the children away from school and then they force I.e.a.s into giving them what they want. The Labour Party is agreed that

the law should continue to be used to deal with the matter. They question whether the Tameside judgement would affect ministerial rulings on individual appeal cases.

They are particularly concerned that Mrs Williams' proposal to write parental choice into law in this way would mean that most local authorities—about 80 per cent—would have to revise admissions which are working well at present.

There is a feeling that the department wants to tidy up the law for its own administrative convenience, and that Mrs Williams wants to take the sting out of Conservative complaints about lack of choice.

Lucy Hodges



Caroline Benn: "You won't..."

Unions fight to save staff

by Stephen Cohen

Teachers not gearing themselves up for major confrontations with local authorities over the amount of money education will receive in next year's budgets. Education committees up and down the country are drawing up lists of items which could be axed if budgets have to be pruned yet again.

Already the National Union of Teachers has called a half day strike in Bedfordshire next Monday in protest against possible cuts in the Government considers widespread protests at the commission's intentions.

A plan for the programme to be run by a handful of area boards and teams of civil servants became known to local authorities and voluntary agencies through a leak 48 hours before the official announcement was due yesterday. It was immediately denounced as a mockery of the commission's repeated avowals that the scheme would be run largely by local bodies.

Battle at the top over sex equality powers

A confidential report on the Equal Opportunities Commission is believed to recommend that its education section be abolished and many of its powers handed over to the Department of Education and Science.

The commission's officers allege that the Home Office civil servants who prepared the report—which was primarily concerned with re-checking staffing levels—were first primed by the DES. They believe the department resents the powers the commission has been given over education.

There is, in turn, long-standing resentment in the commission that the DES has not done enough to combat sex discrimination in schools and colleges. The department's circular on the Sex Discrimination Act in January 1976 but has done little since.

The Home Office's staffing check is believed to say that there is no need for a separate education section in the commission and that the work can be dealt with by its goods, facilities and services section.

It is also believed to say that the education section contains too many staff and that the main thrust of the commission's work should be concentrated on employment.

Miss Eileen Byrne, the commission's education officer, said she violently disagreed with the report. "I disagree with the assumption that it is the DES and the Secretary of State who should keep a check on discrimination," she said. "The commission is a lot of ignorance and misconceptions of the work we have been doing."

The education section now has a staff of 11 but for a long time had a workforce of three. Most of the staff were inexperienced. She felt the section was now at last adequately staffed.

The commission's other departments were set up in 1975 with much bigger rooms. How did you get to have an inspection 18 months after the Equal Opportunities Commission got going? The Home Office inspectors were probably primed by the Department

rate support grant are finalized. The council could also have a surplus this year's budget.

In a similar exercise in Bedfordshire, the East Sussex County Council Education Committee has drawn up plans for cutting 3 per cent, or £1.82m, from its budget for next year. More than £2m was cut this year, and the room for manoeuvre, according to the chief education officer, Mr J. Rendel Jones, is extremely limited "unless staffing standards are substantially reduced or whole areas of the service discontinued."

A £m cut in Norfolk has been drafted by education officials, although the county, like every other, has no idea yet whether it will have to reduce its education spending as much as this, or if it will have to bite deeper. The contingency plan would close teachers' centres, cut all in-service training, slash discretionary awards to students and increase tuition fees by 25 per cent.

The clearing house for applications also reports a "substantial" increase in the number who want to study engineering. The demand for dentistry, law, sociology and history has fallen.

UCCA points out, however, that only about 6 per cent of the number expected from overseas have so far applied. But the figure, so early in the applications season, suggests that properties of a disastrous fall in demand when fees went up this year from £416 to £650 will not be fulfilled.

The total number of applications received by UCCA so far this year is slightly down—28,664 compared with 28,848 at this time last year.

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Heads arrayed against sixth-form colleges

Separate sixth-form colleges in Northern Ireland are advocated by two Government working parties. But a group of school staff are critical of the idea.

The Study Group on Opportunities at 16, set up in June to inquire into the educational, social and vocational needs of 16 to 19-year-olds, claims that pupils who leave at minimum leaving age may be disadvantaged. Schools with sixth forms place great emphasis on preparation for higher education or give most attention to those who leave before that age.

"Apart from this orientation towards examinations, schools with 18-year-old pupils may offer fewer opportunities for leadership and personal development to those who leave before that age", says the seven-member committee, which is chaired by Mr Derek Birley, rector of the Northern Ireland Polytechnic, in a submission to Education and Library Boards.

The ending of secondary education at 16 would reflect the social and psychological needs of older children. "We do not believe it desirable to try to meet their needs and the needs of 11-year-olds in a single institution. We think it likely that the 15 and 16-year-olds would be neglected in the attempt to do so."

The inspectors in a report published last week, argued that "the increasing variety of outlook and ambition in sixth-form pupils poses problems of curriculum and organization which many schools are ill-prepared to meet."

"The increased maturity and sophistication of young people today add to the difficulties of providing in a single school for the needs of younger children of secondary school age, and those of the senior pupils, who rightly see themselves as young adults."

Numbers on the roll was a key factor in determining breadth of curriculum. Last school year, one-third of Northern Ireland grammar schools had fewer than 100 pupils in the two sixth-form years; one school had only 50. This meant that the range of subjects would be "seriously limited" in many areas.

"On the other hand, the establishment of a single college catering for all the students in a particular area would enable students to have a much wider choice of exam subjects and a more attractive and stimulating range of non-exam work."

But Dr James Kinkade, head of the Methodist College, Belfast, said that removal of sixth forms would mean "the decapitation of most of the finest schools in Northern Ireland."

Mr Walter Smith, chairman of the Association of Governing Bodies of Voluntary Grammar Schools, said the association was opposed to the general introduction of sixth-form colleges "and will resist to the full what is to the people of Northern Ireland an unacceptable goal."

Mr Frederick Jeffery, senior vice-principal of Methodist College, claimed in a statement that colleges which run only two-year courses have great difficulty in developing on sound community lines. Pupils under 16 are cut off from the stimulus provided by the highly qualified teachers who become concentrated in sixth-form colleges.

"Nor can there be the same provision for the 16-plus student who needs to repeat some of his O level or CSE work at the same time as he tackles some of his new advanced work. Students in the 16 to 18 age group are in general better catered for as individuals by those who have had pastoral concern over the greater part of their previous adolescent life."

Ms Rosemary Weir, head of Armagh Girls High School, said that the reason for the policy was that comprehensive schools in Britain were failing to produce sixth formers of the calibre required by higher education institutions.



Jobs for the girls call by Callaghan

The Prime Minister, Mr James Callaghan, invited his famous Ruskin College speech and made another contribution to the Great Debate on education when he spoke to a conference of careers teachers in North London last week.

Schools had to do more to strengthen British industry by preparing children for working life, he told the National Union of Teachers careers convention. Girls as well as boys should be given the chance to obtain scientific, technological and managerial jobs. "We simply cannot afford nor is it right, to let traditional barriers or stereotypes effectively restrict industry's recruitment to one half our school leavers."

One of the Government's most important tasks was to reverse the decline of British manufacturing industry and to improve productivity. "The gap between us and France, West Germany and the Netherlands has widened until, in 1970, the contribution made in manufacturing industry for each person employed in Western Europe was about 60 per cent more than in the United Kingdom," he said.

"There is a need in our society for a much greater knowledge and understanding of industry's aims and methods, and its crucial economic importance. Manufacturing was the major contributor to our national wealth. Hospitals, schools and social services depended on its success."

This understanding had to permeate society so that industry, its management and workers were as highly esteemed as other occupations—education itself, science, law, medicine or the social services. "It is sometimes hard to see these regarded as more 'worthy' occupations than manufacturing, and I say that this is a perverted and distorted view of our society. I call on all of you working in the educational system to do all you can to change such a view wherever it exists."

Mr Callaghan said he was "obsessive" about the need for children and young people to have a better understanding of industry. "Industry also needed skilled craftsmen, technicians and engineers, and children should be encouraged to pursue studies in maths, science and especially physics."

"He had a special message for careers teachers. As many as possible of the key subjects should be taught up to the school leaving age because once they were dropped doors were closed. Careers teachers should try to ensure that this was taken into account when the curriculum was being planned."

"I sometimes feel that education is somewhat claustrophobic because of its system of recruitment and organization. The present pattern of teacher training has most teachers going from school to college or university and then back to school again. How much more closely would schools be in touch with the needs of society if a large number of teachers could get experience outside education, for example in manufacturing industry at an early stage in their teaching career."

Keep under-18s off payroll, say planners

A ban on anyone starting ordinary work before the age of 18 is among measures which the Government is being asked to consider by its manpower advisers. The aim would be to prevent young people from competing with adults for jobs.

The ban is among possible ways of reducing the labour supply outlined in a Manpower Services Commission planning report to be published next week. The idea is presented as a two year "learning period" for all 16-18 year olds.

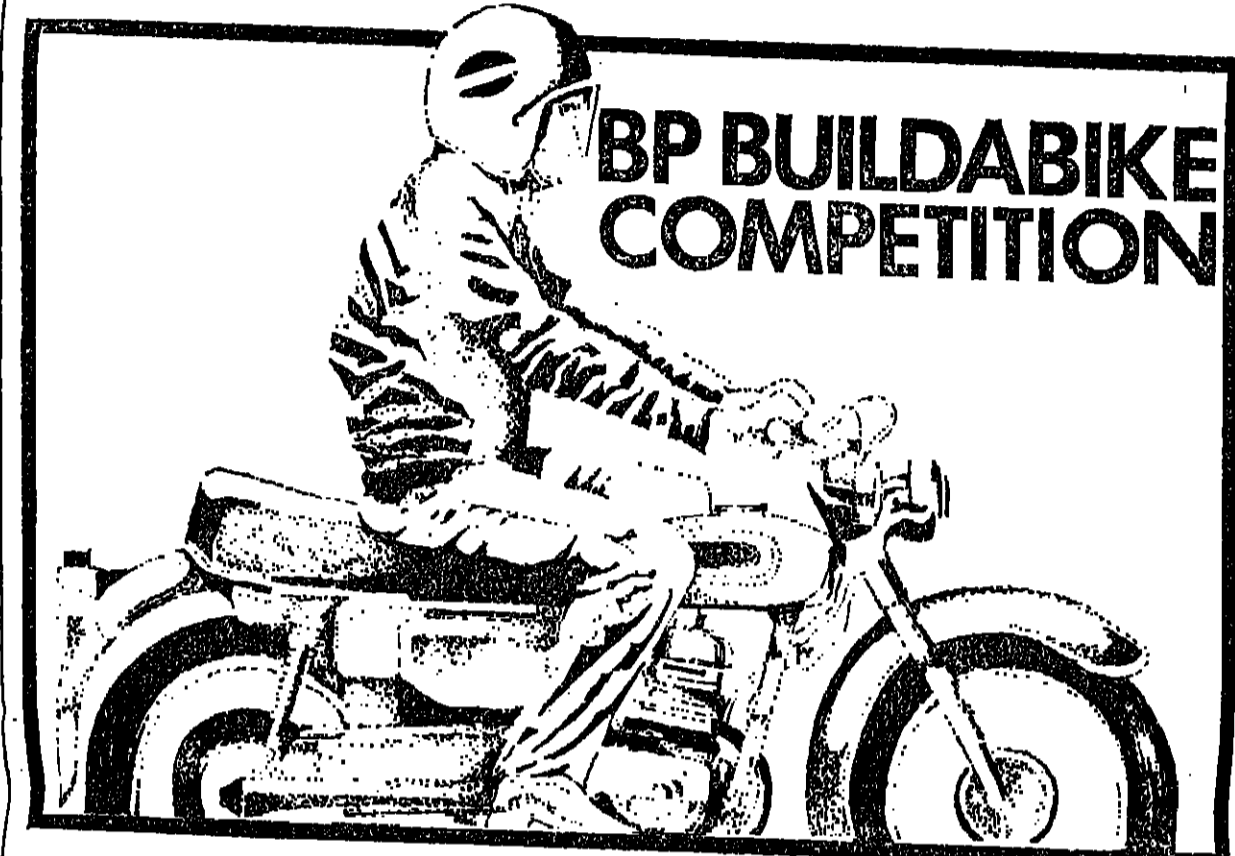
They would get a choice between staying in full-time education or going into work experience projects and training courses of the kind which the Government is already preparing to offer to jobless school leavers under the Holland programme.

Much of the report is likely to be highly embarrassing to the Government at a time when it is holding out prospect of a prosperous future for the population at large. The commission will spell out publicly a view that the TES disclosed many months ago had been reached privately by its forecasters and managers in the Treasury and in industry—that the expected economic boom will not cure mass unemployment.

The commission will urge the need for a specific national employment policy to accompany the industrial strategy, which it says will not provide enough jobs because it relies on greater output from reduced manning. The report suggests ways in which more jobs can be created outside manufacturing and managerial jobs. "It may also be necessary to take steps to reduce drastically the supply of workers."

Senior officials of the commission and its agencies were already putting forward this theme in discussions at the annual conference of the Institute of Personnel Management at Harrogate last week. Mr Alan Brown, chief executive of the Employment Service Agency, mentioned permanent education for all

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the 'best safety feature'. The Champion Spark Plug Company for the 'most economical'. Renold Limited for the 'best transmission'. NVT for 'styling and sales appeal'. In addition all finalists will receive a framed certificate and there will be a special award for the best model name.

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A great chance for young people to show that the British flair for inventiveness and engineering ingenuity still counts. Full details can be obtained by filling in the coupon on this page, entries close on December 6th, and the finals are planned for May 1979.

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Newcastle upon Tyne Polytechnic

Students scorn the soft life

Intellectual challenge rather than pay and security still counts for most with undergraduates when choosing careers, according to a survey published in last month's Department of Employment Gazette.

The survey of final year men undergraduates at 18 universities—also showed that economic depression did not put students off careers in business and industry. The average starting salary expected was £2,530 and only 29 per cent wanted to work in London compared with 50 per cent who wanted to work outside the capital.

Altogether 982 students were interviewed. Ex-public schoolboys were heavily biased towards arts subjects—49 per cent compared with 25 per cent reading sciences.

Only six per cent of the total expected to get a first, 45 per cent thought they would get an upper second, 33 per cent a lower second, seven per cent a third and six per cent a pass only. The remaining two per cent either did not know or thought they would get a degree.

The need for intellectual challenge has been the major factor with undergraduates choosing careers in every survey since they were started in 1969 by Market

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Vertical text on the left margin.

Radio retune may hit FE broadcasts

by Carolyn O'Grady

Further education may be badly hit by changes in radio frequencies announced last week by the BBC. Most of the programmes go out on Radio 3, which is to have its evening coverage severely restricted.

Schools and Open University broadcasts will not be affected. Their programmes go out on VHF signals.

The changes, which are to come into operation in November next year, have been forced on the BBC by new international agreements on the use of the overcrowded European airwaves. Coverage on its most popular channels, Radio 1 and 2, is threatened with heavy interference from foreign stations, and Radio 3 could be swamped by a new Albanian service.

Radios 1 and 2 are, therefore, to be moved to new frequencies; Radio 3 is to move to the present Radio 4 frequency, and Radio 4 to the present Radio 3 frequency. This could mean a big cut in its potential coverage—from 71 per cent to 37 per cent of the population in the evening, the same as the present Radio 3.

Howard Newby, managing director of BBC Radio, at a recent London press conference, was adamant that further education would not be left on the restricted Radio 3. "FE", he said, "will have to be accommodated on Radio 4 VHF". This would guarantee it good reception and a wide national coverage.

In spite of the BBC's good intentions, however, there may be serious obstacles to this policy. Large parts of Scotland, Western Northern Ireland can only receive one VHF network. The evenings are mainly given over to regional broadcasting in these areas and the difficulty will be to find times for further education programmes in suit them all.

Mr Newby puts the problem in the context of the BBC's biggest difficulty: shortage of time. The corporation, he says, is all the time "trying to squeeze a quart into a pint pot". In particular the Open University is taking up a large chunk of time and will probably be wanting more.

In the long run, the BBC sees no alternative in devoting another VHF channel to the OU and, perhaps, schools. But, even if this were agreed, it would take a few years to put it into operation. In the meantime further education could be the loser.

The more we extol the virtues of numeracy, the more obvious it becomes that often we do not know what we are talking about. For instance, the acid test is that we should be able to divide 325.86 by 32.59 without making a mistake. For others, numeracy means knowing that 100-11=1 is a calculation in the binary scale. Nobody sets much store by the calculation of the square root of 325.86—no one has pocket calculators for that.

Science diary by John Maddox

It's the good guess that counts

The importance of these skills of estimation is widely and grossly underestimated, yet in everyday maths—everyday life—they are the skills that matter. There is a sense in which it is more valuable to know that £1,000 per annum is roughly £20 a week than that it is £19,230,769 per week. £20 per week is a number that you can easily use on other calculations, in working out the weekly equivalent of a princely salary, for example. The other number has given is useless by comparison.

But if the salary whose weekly equivalent you need to know is really princely, say £100,000 per annum, then it is necessary to remember that the rough estimate of £20 per week is roughly 4 per cent too great, with the result that it is necessary only to subtract £80 (which is merely 4 per cent of 100x£20) from 100x£20 to get nearly the right answer—ie £1,920 per week. To be sure, this result is in error by roughly £1 a week, but it is near enough for most purposes.

For most people, calculations like these are a mystery. They should not be, for these are the kinds of sums that people who use maths professionally engage in all the time, even on much more exalted planes than this simple arithmetic.

Unfortunately, the word has falsely got around that maths is above all a means of arriving at precise figures for our purposes, it is the ability to be able to guess. This ability is more useful than being able to calculate slavishly, to the unteachable decimal place. So much should be firmly in the minds of all those who have bought themselves a calculator. It is not something of a problem to be able to tell just by looking whether the answer that flickers up in green electronic numbers has the decimal point where it ought to be.

The implications of all this for the teaching of maths are by no means clear. Guessing confidently needs a much more comprehensive battery of skills than the set of lavish calculation. But confident guessing is equivalent to the task of literacy of grasping the meaning of

Stokesley Comprehensive School, North Yorkshire. Mr G. E. Palmer, previously of Wilmshole Grange County School, Cheshire, is to be headmaster of Westfield County Junior School, North Yorkshire.

Mr Peter Mason, high master of Manchester Grammar School, retired in August, 1978.

Mr Walter Hill, vice-Chancellor of Hertfordshire County Council, is to be chairman of the Hatfield Polytechnic. Mr Alfred S. Clark, principal of the Polytechnic of Wolverhampton, is head of the department of education studies at the Polytechnic of Wolverhampton. Mr Maurice V. Temple, registrar at Dudley College of Education, is head of the department of teaching studies at the Polytechnic of Wolverhampton. Mr Michael Andrew, vice-principal of the Wolverhampton Teachers' College, is head of the department of curriculum and studies 2 at the Polytechnic of Wolverhampton.

Science diary by John Maddox

It's the good guess that counts

So a flair for estimation, forgotten part of our ability to learn mathematics, encountered in the minds of school-leavers who take they suppose will not be and who then discover (as it is) quite inescapable.

There are the battalions of tests and designers who they would make up artistic because they are much good with numbers and the armies of thought they would use in marketing (which is a word that requires you to know how to then discover that life is mostly about guesswork).

The Coventry conference is likely to spark off lively debates. One which is almost bound to bring delegates to their feet is "The case against exams in PE" to be presented by Stan Woolham, of London.

The Physical Education Association is a consultative committee with representation from the Physical Education Association, the British Association of Advisers and Lecturers in PE, the National Association of Teachers in Further and Higher Education and the Universities Physical Education Association.

The Coventry conference is, however, open to all in education as long as they have the £22 fee, which includes accommodation.

Details from Mrs Rosemary Fisher, Throp House, Throp, Bourneham.

Wanted: paragons The Physical Education Association is looking for new paragons among older boys and girls. With the backing of the National Westminster Bank, the association has launched a campaign to discover and acknowledge senior pupils who have rendered special service to their schools and fellow pupils in and through PE.

The association is looking for such a way that we can make a special contribution to their schools' PE programmes not just by being winners but by helping younger pupils to enjoy skilful activities. Heads of secondary schools are being asked to submit nominations for a PEA "Oscar" by January 14.

Sport

Question: How can you set a PE exam?

Methods of assessment in physical education is to be the main theme of a conference at Coventry College of Education on January 5-7.

Called by the British Council of Physical Education it aims to discuss the consequences of the Education departments arising from the turmoil created by the reorganization of teacher training.

The council says that many physical education sections are planning new courses and will be seeking their validation from the Council for National Academic Awards or a university.

These questions now being argued will be dealt with in plenary and group discussion following papers by a number of experts, including Mr Kevin Hartman, of Liverpool University ("The Concepts of Assessment in PE"), Mary Thomas, of Durrford College, and Edith Cope, of Edinburgh University ("Assessment in Games and Dance").

Despite their bland titles these and other topics are likely to spark off lively debates. One which is almost bound to bring delegates to their feet is "The case against exams in PE" to be presented by Stan Woolham, of London.

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Details from Mrs Rosemary Fisher, Throp House, Throp, Bourneham.

15 chosen for cricket tour

by Stanley Levenson

Many of England's leading young cricketers of today, including some in and on the fringe of the Test circle, had their first taste of international competition when an England schools party made their first overseas tour, to India in 1971, and during the return visit by the Indians two years later.

Now a new group has been assembled for a six-week tour, from mid-December, which will take them all over India (Bombay, Calcutta, Delhi, Madras, Poona . . .) for four four-day "Test" matches, five three-days' matches and two one-day games.

Geoff Miller (Derbyshire), Alan Butcher (Surrey), Andy Stoyald (Gloucestershire), Phil Slocombe (Somerset), Alastair Utgave (Gloucestershire), Chris Tavare (Kent) and John Barclay (Sussex) are among those who were involved in one or other of the previous Indian campaigns—and the 1977-78 crop will want to emulate them.

By coincidence there is also a . . .

Most of the 15 boys already have a direct connection with county cricket clubs. Pace bowler Andrew Arundell, also of Ilkley GS, has played for Yorkshire seconds, and Gordon Parsons, Woodside Secondary School, Slough, also a pace man, has turned out for the Leicestershire second team.

Second eleven service has also been seen by leg spinner Kim Barney (Leek High School, Staffordshire) for Warwickshire; off-spinner Neil Taver (Kent); all-rounder Derek Pringle (Folkestone School) and Robert Leiper (Chilwell School, Essex) for Essex. Pringle's father, incidentally, played for East Africa in the Prudential World Cup in 1975.

The rest of the squad is: Nigel Peltou (Millfield) and Douglas Beckett (Chauld Hulse School, Manchester), both all-rounders; Keith Beaton (Gulgath School, Devon), a left arm spinner; Simon Dennis (Scarborough College), voted the best young fast bowler of 1976; Robin Dyer (Wellington Normal Farnell Junior School, Liverpool), the treasurer of the English Schools Cricket Association.

The two previous series have been won by the English boys, 1-0 with four drawn in India and 2-0 with one drawn in England. With half the team composed of all-rounders Mr. Ingham has high hopes of another successful tour.



Mark Brearley: batsman.



Andrew Arundell: pace bowler.

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APR 1978

The English-Speaking Union English Language Competition

The English-Speaking Union whose aim is to promote the teaching of the English language, is sponsoring a competition designed to encourage new ideas in the field of learning and teaching English.

ELIGIBILITY: Entries can be accepted only from individuals living, or working in institutions based, in the United Kingdom.

ENTRIES: Entries should describe practical projects which make an original contribution to the improvement of teaching and learning of English, with emphasis on the use of English as a medium of international communication and understanding.

The following areas in the field of language studies are suggested, but the list is not meant to be exhaustive or exclusive: training of teachers; teaching materials; testing techniques; language learning in developing countries; courses in broadcasting; dictionary development; approaches to grammar; audio-visual aids.

SUBMISSION OF ENTRIES: Entries must be in the form of a typewritten article of not more than 2,000 words, prepared by a single author on one sheet of paper of not more than 900 words.

DATE OF ENTRY: Entries should be submitted between 31 March and 30 June 1978. The results will be announced in October 1978, and the judges' decision will be final.

AWARDS: The judges are empowered to recommend up to three awards of £500 and ten commendations worth £250 each. The award winners will receive a medal and those commended a certificate.

Copyright will be retained by the author but those who submit suitable entries may be offered commercial backing in order to develop their ideas.

Further information may be obtained from:

Mr D. H. Hicks MBE BA MBEd, Director of Education, The English-Speaking Union, 37 Chancery Street, London WC2A 3AB

People

Ms Usla Trasbar, assistant director of the Runnymede Trust, is now director.

Mr Robert Heron, managing director of Electronic Vision Recording Enterprises, is to be director of the Duke of Edinburgh's Award Scheme.

Mr Anwarin Thomas, director of the Welsh Arts Council, is chairman of the Association of Art Institutions.

Mr John Cohen, chairman of the Lady Walsley-Cohen Trust and Governing Bodies of Girls Schools' Association, is chairman of the Independent Schools Joint Committee.

Dr P. A. I. Tahourdin, assistant director general of the British Council, is now deputy director general.

Mr Harold Hayward, general secretary of the Educational Interchange Council, is to be director of the Queen's Silver Jubilee Trust and King George's Jubilee Trust.

Mr D. J. Thew, Area Education Officer with Essex County Council, is deputy chief education officer for the London Borough of Haringey.

Schools

Ms Joyce Leighton, deputy head at Downbrook Middle School, Wrotham, is to be head of Lyadhurst First and Middle Schools.

Mr David L. Flett, deputy head at Ruxley Manor Primary School, Milverton Way, London, is to be head of Marvels Lane Junior School, London.

Mr J. N. L. Sandford, second deputy head at Rossington Comprehensive School, Doncaster, is to be head at

Polytechnics

Mr Walter Hill, vice-Chancellor of Hertfordshire County Council, is to be chairman of the Hatfield Polytechnic.

Mr Alfred S. Clark, principal of the Polytechnic of Wolverhampton, is head of the department of education studies at the Polytechnic of Wolverhampton.

Mr Maurice V. Temple, registrar at Dudley College of Education, is head of the department of teaching studies at the Polytechnic of Wolverhampton.

Mr Michael Andrew, vice-principal of the Wolverhampton Teachers' College, is head of the department of curriculum and studies 2 at the Polytechnic of Wolverhampton.

Universities

Joseph M. Crook, reader in natural history, Bedford College, University of London, is to be professor of fine art at the City of Oxford.

The Earl of Scarman, Lord of the Ordinary, is chancellor of the University of Warwick.

No' to cyclists

Belgium, the world's top-ranking cycling nation, has turned down an invitation to send a team to next year's school cycling international.

The Belgian national cycling federation made an exception to its normally strict rules, which allow riders under 19 to race only in their own national or club team, and it was to consider sending a young national or club team to the international three years ago. It could not be to a three-day race, such as that promoted by the English Schools Cycling Association.

Belgium's rules over foreign invitations—and on younger foreign riders competing in Belgium—are the strictest in Europe, but the organizers would regard a Belgian team as particularly prestigious.

Since the association's spring bank holiday weekend races became the first international three years ago, it has attracted teams from Holland, France, West Germany and the United States. Most of them are expected to compete again next year, along with teams from Scotland, Wales, Isle of Man, Ulster and the Irish Republic.

The English Schools Cycling Association itself selects four regional teams to represent England.

COURSES

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 Amongst the subjects discussed will be goal-related health education, health education co-ordination, decision-making skills, education in personal relationships, critiques of pastoral care methods, attitude education, stress and personal relationships and management of counselling incidents.
 Details and application forms for these two courses are available from the Courses Office at the above address.

West Germany
New move to iron out entry anomalies
 by David Dungworth

New methods of allocating the 100,000 places available at West German universities in numerous subjects this term have been used by the Central Office for University Admissions (ZVS) in Darmstadt. The previous bonus/malus procedure has been superseded by a system based on Länder quotas. The complicated bonus/malus procedure, introduced in 1972, involves the calculation of the average Abitur (school-leaving examination) mark of all pupils in the Federal Republic who took the examination in a particular year and also the average mark of pupils in each of the Federal States.

The final Abitur mark of individual candidates for university admission was then either raised by the amount by which the Land average fell short of the national average or lowered by the amount by which the former exceeded the latter. For this winter term entry restrictions are in force throughout the Federal Republic in 11 subjects: agricultural science, architecture, biology, dentistry, domestic science, nutritional science, education, medicine, pharmacy, psychology, surveying and veterinary surgery. Under the terms of the Framework Law for Institutions of Higher Education passed in December 1975, the places available are now shared out among the Länder. Two-thirds of each State's allocation is determined by its proportion of 18 to 20 year olds in the population as a whole and one-third according to its proportion of the total number of applicants in the subject concerned. From these figures the Central Admissions Office calculates the minimum Abitur mark required for a candidate from a given State to gain entry to a *numerus clausus* department.

The main change resulting from the implementation of the quota system is that potential university students no longer have to compete with each other on a nationwide basis but merely with their counterparts in their own State. It thus represents an attempt to compensate for differences in Abitur standards between one Land and another and to ensure a more equitable distribution of places.

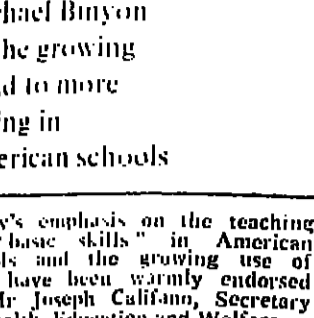
It has, however, led to wider variations in the entry requirements for applicants from different States. Formerly, none of the Länder averages ever differed from the national average by more than 0.3 of an Abitur mark. Now the maximum variations for individual subjects range from 0.4 to 1.4. Thus, in veterinary surgery a candidate from the Saarland can be sure of gaining admission with an Abitur average of 2.1 whereas applicants from Hamburg and Hesse need a mark as high as 1.7. And in domestic and nutritional science students from Hesse are guaranteed a place only if they get a mark of 1.9 while those resident in West Berlin need an average of only 3.3. This means that large numbers of candidates are being rejected with higher marks than those from other Länder who are being accepted. Already the criticism is being made that the quota system is more unjust than the bonus/malus procedure which it replaced.

Italy
Staff influx threatens established positions
 from Dalbert Hallenstein

Despite an Education Ministry provision giving tenure to the remaining 100,000 State teachers still employed on a temporary basis, many of Italy's more recently tenured teachers have never felt so exasperated with their present judicial status. Tenure in Italy implies two essential conditions. The first is the right to non-dismissal and a series of annual salary increases based on seniority. The second is the right to teach not only in one particular school, but also in one particular class, or group of classes. Once tenure has been obtained, a teacher is appointed to what is known as a *cattedra* (roughly translated as a chair), which is his for life. This means that if a history teacher, for example, is given classes 1 to 5, in the B section of a particular school as his *cattedra*, he will stay (if he wishes) at that school and with those classes for the rest of his life. Nobody can take the classes away from him, and he cannot be transferred to another group of classes or to another school.

But with the recent appointment of more than 100,000 new tenured teachers, a curious new problem has arisen: there are simply not enough *cattedre* to go around. Italy's State school system is already supersaturated with teachers. The most recent statistics—issued by the Centre for Social Investment Research (Censis)—calculates that teacher/pupil ratio is the lowest in Europe in the elementary schools (1 to 13 age group) it is 10.6:1, and in the secondary schools the ratio is 14.4:1. This does not mean that the newly appointed teachers are being placed in schools. By a bureaucratic miracle, possible only in Italy, the majority are still overcrowded in the light teaching posts of tenured teachers. In the schools the maximum number is only 18 hours and not in fact have a considerable workload than this. The teachers' unions are at the moment limiting the Education Ministry's ability to create new *cattedre*. It must have the approval of a National Accounting Commission when it sanctions new positions when it sees them. Meanwhile, a court is threatening the *cattedre* of 40,000 fully tenured teachers of whom may be 20,000 are on older category part-time teachers whom the regards as having more fixed *cattedre*. Bitterness and confusion in the teaching profession reached explosion point last year when a local and State court ruled that the Federal Government should be providing support for city schools throughout the United States face closure because of a taxpayers' revolt.

United States
Boost for 'back to basics'
 Michael Binyon
 on the growing trend to more testing in American schools



Mr California: keen on testing.

Today's emphasis on the teaching of "basic skills" in American schools and the growing use of tests have been warmly endorsed by Mr Joseph Califano, Secretary of Health, Education and Welfare. Referring to a recent annual meeting of the College Entrance Examination Board to publicise its new decision to raise academic standards, he strongly supported the use of minimum competency tests. These, he said, were an important tool for charting and improving the quality of education. "We need to do more testing, and we need to do better testing," he said. Some 27 States have now introduced competency tests to be administered at various stages of the school career. Mr Califano said that, done with discretion, could be a boon in diagnosing pupils' weaknesses, certifying that pupils had acquired specific skills and making schools accountable for the quality of education. But he rejected any idea of a national standard examination, and emphasized that testing should remain under local and State control. The Federal role should be limited to providing support for

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Australia
Aid for migrants concentrates on language learning
 from William Purvis

SYDNEY
 The Federal Government has injected a \$4.2 million into its migrant education programme with the emphasis on full-time English language courses. The extra funds announced boost the total Federal allocation for migrant education this financial year to nearly \$41.2m. The Minister for Immigration and Ethnic Affairs, Mr Michael Mackellar, said the increase had been partly necessitated by the increasing flow of refugees from south-east Asia. New projects to teach migrants English will include full-time courses during the Christmas holidays in Sydney, Melbourne and Perth. Funds will also be used to provide more courses for migrants outside the general curriculum.

WASHINGTON
When the spending had to stop

A record number of 46 Ohio school districts with over 312,000 pupils have asked the State auditor to review their books: 27 have been given permission to close. In addition voters in 22 districts will be asked to increase their property tax rates this month. This is the highest overall tax rate in least half of the State will be rejected, compounding the problem for next year. The financial plight of cities such as Cleveland and Toledo is like that of most other big cities across the country. City tax bases are stagnating or declining. Blacks and other minorities, many of whom need special expensive programmes, remain a large and growing proportion of city school populations. Two quick fixes to Ohio law, however, make things much more difficult there than elsewhere. One forbids any district to enter a new calendar year with a deficit. The other requires local taxpayers to approve any property tax increases. Just as Cleveland's schools were preparing to close, the district court judge who is dealing with the city's desegregation plan declared that school officials had been incompetent in handling money. He called the claims "intendible" and ordered an independent audit of school finances. The judge said the officials had "wrecked virtually everything involved or concerned with Cleveland public schools", and had squandered money on maintaining segregation and defunding it in court. They should have told the legislature earlier that there was a cash flow problem, he said. Officials rejected the accusations. They say the taxpayers will not vote the money and it would be almost impossible to get another tax rate approval. Cleveland already has the highest overall tax rate in Ohio. There has been no increase in taxes since 1970. Toledo voters have also rejected the school-tax increases for the past nine years. An increase is on the ballot again on November 8, as it is in some other districts. If Cleveland had shut its schools, it would have been the biggest school system since the 1930s to shut down. Meanwhile the Ohio legislature is to consider a new Bill on November 15 to allow the city to borrow money from local banks. Even so, a loan would only be temporary relief for an underlying problem of school finance which is one of the most intractable difficulties of American education.

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France
All the news that's fit to read

PARIS
 The study of French and foreign newspapers is soon to be an integral part of the French school system. M René Haby, Education Minister, has announced that a working group is to be set up composed of teachers, educationalists, and representatives from the Paris and regional press. The group will be to work out a system whereby primary, secondary written work and papers will have them—probably to be available to press rooms where newspapers and magazines of all types of political opinion will be available. "Pupils should be taught how to read their newspapers wisely and how to differentiate between the different political opinions available to them", said M Haby. This is a delicate subject at the moment in France, with teachers already having been accused of bringing politics into the classroom. Over the past few years, many teachers have independently introduced press cuttings into lessons, particularly for the study of history, geography and economics—but it is something that has not been encouraged by the authorities. The new scheme will not be limited to a study of newspapers. Schools will be encouraged to produce their own newspapers—old newspapers in Britain, and the United States—but now in France where anything remotely connected with everyday living is considered to be

Survey indicates 'separate development' of twins

During the taping sessions in the twins' homes, the mother was first asked to tell her children to say as much as they could, then she was told not to initiate interactions with the children, but to respond if they spoke to her. Then, in the language comprehension phase, the twins were asked to perform specific tasks. The research, which is not yet complete, has concluded so far that as early as 18 months, there is a noticeable language lag for twins, independent of general intellectual ability. The researchers found that 18-month-old twins have a more limited vocabulary than single children, and cannot put together words as often as singletons. This language lag is still there at 36 months, characterized by twins talking less, speaking in shorter sentences and performing worse on comprehension and repetition tasks than singletons of the same age. But the researchers emphasized that the lag does not appear to be extreme, and 36-month-old twins are probably only a year behind 36-month-old single children. The researchers selected 16 sets of identical and eight sets of fraternal twins, divided evenly by sex and age, ranging from 18 to 48 months. Of these 16 single children who were the twins in sex, age and order and socio-economic background.

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LETTERS

Oxbridge: is it a closed shop?

Sixth form size the key

Sir.—One effect of comprehensive reorganization has been to spread sixth form pupils more thinly around the schools. When only fifth forms it was possible for Oxford and Cambridge colleges to keep in touch with those which regularly sent them candidates. Now that more than a half of our secondary schools have sixth forms, and that the average number of pupils in a sixth form in a maintained school is about 80, it is more difficult for colleges to keep in touch and less rewarding. Certainly there is a case for tidying up the Oxbridge admissions arrangements. But if pupils in maintained schools are to compete successfully with those in the best independent schools, not only for entry to Oxbridge colleges but also for entry to Bath, Birmingham, Bradford, Bristol and Brunel, they need to be concentrated in large sixth forms which have high academic standards and good liaison with institutions of higher education. Sixth form colleges may provide the answer. DAVID ARNOI.D., Head, King George V School, Southport.

Sir.—John Rae's contribution to the Oxbridge entry debate (October 21) seems singularly unhelpful. Apparently only the Oxbridge tutors are capable of setting exam questions which will identify a candidate's potential, whatever this is. Could it be the potential to answer exam questions set by the same tutors two or three years later? How can such a policy be justified when Oxbridge colleges are capable of setting exam questions for over 30 pupils, most of whom are seeking Advanced level results which will make them acceptable to other universities? The colleges may not discriminate, but it appears that the system does. K. BRIGGS, 27 Partfields, Duncas, Bolton.

Why go to Oxbridge anyway?

Sir.—I was distressed to read of the difficulties that pupils from maintained schools find when applying to study at Oxbridge. However, I can think of a number of reasons for not encouraging our most able pupils to apply there. I will quote only one. The first consideration for a future mathematician is to study in an institution where he has access to the very best mathematicians from all over the world. Were I fortunate enough to tutor a first class student who wanted to become a mathematician, I should suggest that he apply to Warwick University. Good though Oxford and Cambridge may be in this field, I should encourage a student to submit to the unfamiliar rigours of the entrance system only if I thought his social ambitions were greater than his mathematical. DAVID TOEMAN, 135 Park Road, Loughborough, Leicestershire.

Tutors try hard to be fair...

Sir.—An easy jealousy has long afflicted relations between maintained and independent schools. It will be deplorable if this mood is allowed to creep up the educational spectrum towards questions of university entrance. Your leader "Good will is not enough" does poor justice to the admissions policies of Oxford and Cambridge colleges. Any sympathetic visitor to these institutions soon realizes that the criterion holding paramount importance in admissions is not academic promise, but simply academic promise. If they apply this notion rigorously and impersonally to candidates, these overworked men find that a hue and cry is raised against them. They are not standing with heads of schools, the better to assess candidates, they are accused, in your leader's words, of "nervous need of personal contact". Such a condemnation ignores the sterling efforts made by both universities—to sadly little effect, one hears—to put themselves across to maintained schools: one university has recently held a large conference for comprehensive schools heads; one college regularly undertakes a special tour of Yorkshire schools. No universities in Europe could be more willing to expound their entrance procedures. If in the application of these procedures they produce results favourable to "the affluent intelligent elite of Southern England", the blame must be laid against planners and economists, not admissions tutors.

... but their outlook is far too rigid

Sir.—It is sad that the chairman of the Head Masters' Conference, your columnist, John Rae, does not seem sensitive to the advantages of the able pupil in the independent sector of enjoys, at least in respect of Oxbridge entrance. Over the years, while sometimes disappointed, I have had no cause to doubt the care taken by admission tutors in electing open scholars, exhibitioners or commoners, by examination or by interview and offer, but I know their procedures and their criteria have evolved from their experience of the independent sector and, in many cases, from their suspicion of level results. Yet, in the autumn term, 1976, one young man who was refused an offer was awarded an exhibition by the same college in the same subject. However accurately the really promising young pupil can be identified in a maintained school, the

chance of winning places there. I suspect that you underestimate the efforts which colleges are making to see that this happens. But what do you mean when you argue that the matter is of some moment to them because "a very large, and growing, part of their total income comes from public funds, and a large part of their students come from independent schools"? Are you saying that students from independent schools have less right to a place at Oxbridge because their parents have not paid their share. This is the opposite of the truth. They have paid their full share but have not taken up their places in maintained schools, so they actually subsidise those who do. Or are you saying that the state should tell universities whom to admit because, through the proceeds of taxation, it helps to maintain most of the students? This, apparently, more convincing argument contains a threat to academic freedom. ROGER ELLIS, Head, Marlborough College, Wiltshire.

Visits by interested tutors and conferences at the universities for us to want colleges to get to know some of us, at the chalk face, as they expect us to know them? There are comprehensive schools and comprehensive schools and there are public schools and public schools as the head of house quoted in your editorial (October 21) should know; and he knows what to do if somebody's swans turn out to be ducks. Oxbridge is a national asset, largely financed from national funds. Able pupils in our schools are often suspicious of Oxbridge—because it is up to Oxbridge to assuage their prejudice if it wants "to find and nurture talent wherever it may be" in the national interest. PETER E. HATTERSLEY, Head, Whitcliffe Mount School, Clackheaton, Yorkshire.

How the colleges could cooperate

Sir.—May I add a contribution to the discussion in your column following Mr J. E. Moran's letter about admission to Oxford and Cambridge? Although I am involved each year in advising a substantial number of candidates about Oxbridge admission, the procedures and the subtle and changing differences between the various colleges require a great deal of attention if good advice is to be given. It is little surprise to me that Mr Moran or any other head with only an occasional candidate should be badly placed to give good advice. It would be a real help to candidates such as Mr Moran's if they could apply to Oxford or Cambridge via a university admissions office without having to name a specific college. A small group of admi-

sons tutors working through such an office could then advise the candidate about conditional offers, the entrance examination, college preferences and other matters which require such detailed attention. I have suggested such a number of admissions tutors at both universities who express concern about the lack of applicants from comprehensive schools but seem to have no ideas about solving the problem beyond increasing publicity. In all cases the tutors seem totally unable to envisage cooperating in what for them is essentially a competitive exercise, i.e. securing the "best" candidate for their particular college. As you say in your leader, goodwill is not enough. As an interim measure, and if the colleges really cannot agree, perhaps a voluntary advisory centre might be set up to advise candidates

and their headteachers on the best choices. This would not be easy to arrange, but at least some deserving candidates could be helped, and they might perhaps be advised on the considerable differences between Oxford and Cambridge—differences obscured by the use of the term "Oxbridge". (If Mr Moran's candidate was a double-lingual; she might have done better to apply to Cambridge; as a mathematician she would need talent well beyond a "A" at "A" level to gain admission to either university.) As for staffing such an Advisory Centre, people thoroughly knowledgeable about the system would be needed. Perhaps Dr John Rae might offer his services? R. H. WAKELV, 85 Loom Lane, Radlett, Hertfordshire.

But UCCA's awful as well Sir.—The heads in this division of the IEA have had a good deal to do recently with one of the Oxford colleges with a view to making the path from comprehensive school to Oxbridge smoother. It is certainly obvious to us—to echo the words of your editorial—that good will is not enough. As with church unity, it is what is actually going on between one place and another that matters most. In that connection, Mr J. E. Moran's complaint is largely irrelevant. We could all come up with examples of very bright sixth formers with good A level results who have failed to get into this university or that. Of itself, it proves nothing, except that there remain a number of people in the

kingdom who lack absolute faith in the public examination system. At least as disturbing as the apparent exclusiveness of Oxbridge are some of the most significant features of the admissions procedure to other universities. For most of the year, the submission of UCCA forms is a way of response to a computer card demanding certain A level grades. The impersonal nature of this—and the amazing assumption upon which it is based—is more disturbing for many sixth formers and their parents than the Oxbridge admissions system. PETER DAWSON, Head, Eltham Green School, Queenscraf Road, London.

Managers maketh mayhem

Sir.—The teachers, inspectors, and administrators, in the unfortunate Tyndale, have been duly and rightly noted by the mass media. It is that the managers appear to have got away scot free? The use of the media on this point has deafening. Is it that the media-supply political trend to increase powers of governors and managers, finds it convenient to overlook savage criticism laid upon the Tyndale managers in the Audit report? I am astonished that Tom T. quotes Tyndale in support of committee's recommendations would not wish to comment on his reported views (October 21) "phony governors" save of him where he expects to receive new rejuvenated Mark II governors necessary to implement his committee's recommendations and conspicuous by their absence in 1974. Mr Robin Auld, QC, criticized the Tyndale managers three main counts: they failed to exercise the powers they possessed; they failed to stand against the teachers to the extent they failed to act as a corporate body; too many doing their thing; the things some of them seriously exacerbated an already dreadful situation. I am not trying to lay all the blame for Tyndale on the managers. The major responsibility lies elsewhere. My point is that when called upon to manage a worthy citizens failed miserably. Not until it was too late did one of them appear to care (the rhon) Rules and Instructions of Management freely supplied them by the IEA together with explanatory notes. The phony already possessed were great-ent to bring the school to a standstill to invest their lack of judgement and judgment which vented them managing a school in a very difficult situation. The NAS-UWT agrees with Taylor Committee that they should have been more active in local community meaningful the life of their schools. The way do this is surely not to react their down the road already with gubernatorial, sweeping wrecks. To appeal to Tyndale support is to cite the most similar example of managerial failure in postwar education history. NIGEL DE GRUCHY, General Secretary, London, NAS-UWT.

Hard facts about hardware

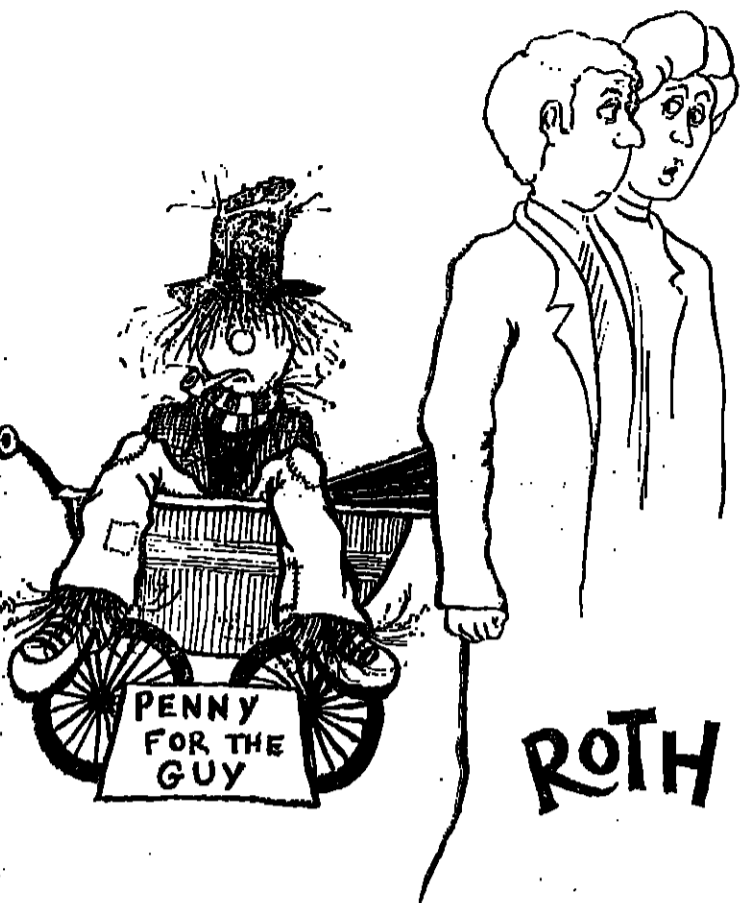
Sir.—The section on Resources/Computers in last week's Supplement brings up a fundamental issue about present policy on educational computing for schools. Richard Hooper wrote, "Costs remain an obstacle to educational computing development, especially since much of educational computing entails an addition cost to existing budgets." This, after spending some £2m on educational computing projects. D. M. Easterson's contribution about computer timetabling concludes: "There is as yet insufficient readily available computing equipment for many schools to contemplate using computers in their own right." The National Development Programme for Computer Assisted Learning (NDPCAL) funded Computers in Geography project produced some material for sixth-formers only and is now being disbanded. "They have tried to get local education authorities' interest, but so far... there has been little response." To allocate large sums—£35,000 in the case of the Geography project—for the development of a system for which there is no committed user, the fond hope that somebody will have turned governors' noses into a charade, he omitted, however, to condemn also the nepotism which has appointed head teachers and senior staff who for many years been a bitter sufferer by the teaching profession. A. G. HOOK, 2, South Crescent, Windermere, Cumbria.

Citizenship plan

Sir.—I am conducting research into education in citizenship in primary school level in Britain. I would be interested to know any of your readers who have any professional experience in the field of citizenship education. Course curricula, specialist reading material and resources will be acknowledged in due publication. I hope to use the information for the purpose of extending citizenship education in primary schools. I would be particularly interested in views on the desirability and necessity of compulsory citizenship education. I have the service of a searcher only available mid-day and I would be grateful for an early response to my queries. I will care of myself, at the Office of Commons. NIKIL KINNOCK, House of Commons, London SW1A 0AA.

LETTERS

Can teacher's testimonial tell the truth?



"Don't look now, dear, but isn't that Gregory's economics teacher?"

Hard facts about hardware

Sir.—The section on Resources/Computers in last week's Supplement brings up a fundamental issue about present policy on educational computing for schools. Richard Hooper wrote, "Costs remain an obstacle to educational computing development, especially since much of educational computing entails an addition cost to existing budgets." This, after spending some £2m on educational computing projects. D. M. Easterson's contribution about computer timetabling concludes: "There is as yet insufficient readily available computing equipment for many schools to contemplate using computers in their own right." The National Development Programme for Computer Assisted Learning (NDPCAL) funded Computers in Geography project produced some material for sixth-formers only and is now being disbanded. "They have tried to get local education authorities' interest, but so far... there has been little response." To allocate large sums—£35,000 in the case of the Geography project—for the development of a system for which there is no committed user, the fond hope that somebody will have turned governors' noses into a charade, he omitted, however, to condemn also the nepotism which has appointed head teachers and senior staff who for many years been a bitter sufferer by the teaching profession. A. G. HOOK, 2, South Crescent, Windermere, Cumbria.

Sir.—I read the article "Testing time for teachers, who test" (October 21) and now want to enlarge the discussion to include teachers' general assessment of pupils. Before reading the article, I had been to see the head of the school where my eldest daughter is at present in the upper sixth. I returned, pleased that I had been to see and read and add to part of the school's testimonial accompanying her UCCA form. Ninety-five per cent of the testimonial was excellent from my daughter's point of view, that concerning the subjects she is offering at A level. Among the praises were a mention of an A and either an A or B in the other two subjects. But there was a sting in the tail for her general assessment by her form tutor who does not teach her. She was said to have few general cultural interests and little offer, and not to know which course she wanted to follow. As a head of department, chief examiner and assistant examiner on various boards, I had an hesitation in telephoning immediately to talk to the head. How many parents unfamiliar with the system would act likewise to avert what could be a disaster? Was the head exceptional in telling all his pupils what was on their testimonial and being understanding and receptive to arguments against part of that testimonial? How many actually tell their pupils, or, if they do so, then to urge to alter or amend, and stand on their dignity and the infallibility of the members of staff concerned? What are admission officers looking for? Would they wonder at a candidate apparently brilliant who yet had "little to offer"? Would they prefer one with exam predictions of D or E who was "passionately interested in classical music, Wagnerian opera and the plays of Shakespeare" and, to emphasize their all-roundness, a black belt in karate? My daughter's assessment was the result of a personality clash. There was little rapport between her and her form tutor. Whose fault is that? People do not always like people, and sixth-formers are people not children. As with the question of public exams and continuous assessment, it has to be decided which system has the least pitfalls, and, when decided, there should exist accepted procedures of avoiding or ways of rescuing those who fall in them. A final question. The head was concerned that universities should know the truth about the candidates. But when preparing such a testimonial that could decide a pupil's whole future, how far can assessors permit themselves the luxury of believing that they are the possessors of the whole truth? Name and address supplied.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

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Further details and forms of application are obtainable from the Course Director, University Department of Educational Studies, 16 Northam Gardens, Oxford OX2 6PY, to whom completed applications should be submitted before November 30, 1977.

THE TAYLOR REPORT

Copies of The Times Educational Supplement issue containing Mr Taylor's own summary of the Taylor Report on School Governors and Managers are still available. Readers wishing to purchase copies of this issue should write to The Circulation Manager, Times Newspapers Limited, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

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Further Details:
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Redcross Street Bristol BS2 0BA

The dangers of compromise

Paul Black foresees some major problems in getting the N and F examinations off the ground



The perennial debate on the future of the sixth form has now re-opened, with the publication of the Schools Council's report on its feasibility studies on the N and F scheme.

An independent contribution has just been published by the Nuffield Foundation Science Teaching Project. Their 64-page booklet, *Sixth Form Science and the N and F Proposals*, sets out proposals for courses and exams in biology, chemistry, and physics which have emerged from consultations with several hundred science teachers.

The study is confined to the N and F proposals. It does not attempt to discuss courses needed for non-academic sixth formers.

Many readers will look at the content of the proposed courses in order to judge the merits of the N and F scheme. However, they will find that almost half of the Nuffield report is concerned with other, more general, issues, such as class size, teacher load, pupil motivation and interdisciplinary links, and discussion of these is of relevance to all subject areas.

Paradoxically, this concern with the general context arose because the authors were applying their experiences of constructing, testing, publishing and examining the separate subject curricula for Nuffield A level. For example, school trials of Nuffield courses made us appreciate the many ways in which committee plans can fail the test of reality. Any such gifts of foresight, albeit developed in work for the familiar A level context, will be desperately needed in the much more difficult task of appraising N and F.

The Nuffield authors did come to regard the N and F planning as a difficult task because the context for the new courses would be so different. The Schools Council working papers (45, 46 and 47) imply that in their first sixth-form year all pupils devote about five periods a week to each of five subjects. At the end of that year they must decide to take two to F level and the other three to N level.

In their second year they will devote about these periods a week to each N subject, and about eight periods to each F subject. The totals over the two years then give the required weights of 50 per cent and 75 per cent of an A level to N and F respectively. A little thought about these figures shows that they will make the sixth-form classrooms very different.

Consider the first year N group. Instead of teaching about 16 students for seven periods in one of their three chosen subjects as part of a two-year commitment, the teacher may have a larger class (of about 27) for fewer periods (5), with a wider spread of abilities and commitment to the subject, the year whether to increase or diminish that commitment.

Such a class may have more of the atmosphere of a selected O level group than of a present sixth form. Of course, class sizes will vary greatly from one school to another, and it could be argued that students with an arts bias are not

likely to choose the harder science subjects as one of their five.

If class sizes do increase then there will be pressure on laboratory space and equipment, and it might be more difficult to create that blend of involvement in experiments and of thoughtful discussion about the interplay of theories and evidence, which is one of the ideals of science teaching. Also, with fewer periods a week and wider spread of ability, more time will be needed for recapitulation.

However, since students will base their choice of N and F for the second year, and thereby of future courses and careers, on the first year course, it is important that it be both attractive, and honest, having something to offer in (say) chemistry to the committed historian, while also giving would-be chemists a realistic experience of the subject before they are committed to it.

The second year classes present more problems. If one extrapolates from A level groups of 16 and assumes random choices of subjects, there would be an N class of about 16 studying for three periods a week and an F group of about 11 doing eight periods. For the N class, it will be hard to maintain momentum, and some tasks—observations of growth changes in living material—may be ruled out. Also, this group will have chosen to concentrate on other subjects, and some of them may not care if they lose the thread of the N work.

The second year F group presents fewer problems: they will be more like an A level class, with students working on one of their two favourite subjects. However, there will be complicated problems if the second year N group cannot be

answered in taking any decisions about the new scheme. These concern both policy (are N and F to evolve separately in year two?), school resources (will teacher supply be adequate to teach second year N and F groups separately?), preparation (will there be any time or resources for producing and testing at least some samples of new types of teaching materials?) and examining (how will N and F grades be related when N and F groups are different people who have done different courses?).

These questions have to be answered with careful regard to the needs of higher education, particularly because the achievement of a first degree which takes only three years and yet has a high international reputation is peculiar to Britain. It is hoped by the authors that the F courses will be a basis for those degree courses which relate closely to the school subjects—but will enough students be recruited if named F levels are required?

In general, the studies show how any assessment of the N and F scheme must depend closely on the conditions under which it is introduced, and on questions about which still have to be resolved.

The studies should help teachers think about the quite new teaching needs, for example, of first year joint N and F classes. The new problems and the uncertainties might be relieved as a gloomy confirmation of the worst fears of subject specialists, and feasibility studies confined to individual subject areas may give an unfair prognosis for the proposed scheme.

Scientists, for example, have to pay attention to the gains for an arts student from studying an N level science, or for a scientist from studying an N level arts. These gains are harder to appreciate than the specialist losses, and depend more critically on the most fragile part of the plans—the second year N course.

One important potential benefit is in the notion of breadth. A student might be able to know enough about several fields to appreciate the problems raised in them, and to understand the similarities, contrasts and interactions between them. It is rare for pupils to appreciate the links and contrasts between subjects, and yet, if they cannot do so, an increase from three subjects to five may be of no more significance than an increase in the size of one's stamp collection.

Breadth may only become an achieved value if we work for it; one way would be to look within subjects for link topics which can develop from students' work in diverse subjects. For example, an N option in history of physics might be available within either N history or N physics, for students who are taking both courses.

The N and F scheme is a compromise. It is much easier to foresee its disadvantages than to be excited by new opportunities it might offer. Reluctant acceptance of a compromise is not a good starting point for teachers who have to solve the problems of a quite new system. The debate must generate some positive enthusiasm if the scheme is to succeed.

Paul Black is director of the Centre for Science Education, Chelsea College, University of London.

* Published by the Nuffield Foundation. Available from Nuffield Lodge, Regents Park, London NW1 4RS, £1 post free.

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The search for Shangri-La
John Eggleston on community work

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Community has been a key word in education for over a century—since William Morris told Victorian England that it was not only a desirable but also a diminishing feature of social life. The new community movement gained early encouragement from theories of the German sociologists, notably Tönnies, who saw social systems changing from those based upon communities, in which all human relationships could be contained and all needs satisfied, to systems based upon associations in which the lone individual made what deals he could for his work, his leisure, his family and his life in general.

The ensuing wave of nostalgia for the "sense of community" shows no signs of abating even in the late 1970s. Recover the lost spirit of community? It is still one of the great rallying cries of politicians, headmasters and estate agents.

Education was not slow to join the community bandwagon as a century-old community colleges at Bourneville, Port Sunlight, Cambridgeshire and many other places testify. Yet it was not until the late sixties that the full potential of community education as an instrument of social engineering came to be widely advocated with its twin emphases on the alleviation of deprivation and education through the community. The flowering of the EPA Project, the winter, the tenants' and the playgroup movement and the neighbourhood school: all these embodied a remarkable faith in a newly rediscovered tool with which to solve the massive educational and social problems of our time.

Yet with hindsight it is easy to see that to focus so closely on the educational aspects of community alone was a formula for disappointment. Community was about life in a whole and not just part of it; a twentieth-century suburb or city centre and to change little else could at best lead to confusion and at worst to chaos.

Yet a number of radical attempts to do more than this have been taking place in the seventies, flouting associations, community workers' cooperatives and many others have developed and even impetus has been given to many others. The literature of these initiatives is sparse and inadequate. glimpses can be seen in reports of community action projects, squatting, underground press and throughout the press.

One of the most active community projects of recent years has been the Barton Project at Oxford, and several documents that describe its genesis and history have recently been published.

Two of them specifically address themselves to the events of the project. Uneven, indifferently produced and in places lacking in coherence, the volumes are a reader's and a reviewer's nightmare. Yet they capture, almost by chance, the essential inconsistency and messiness of a real life community project. For a quick guide to the

Waxing world-weary
Stuart Maclure reviews the Crossman diaries

Diaries of a Cabinet Minister. Volume III, by Richard Crossman. Hamish Hamilton and Jonathan Cape £12.50, 224 01492 7.

Richard Crossman's third volume records the last two years of the second Wilson administration—years of strife and of *In Place of Strife*. His new position is changing, as he gradually displaced from the inner circle. He becomes immersed in the growing business of merging the social service ministries into the new super-department; managing the disastrous reorganization of health service and paving the way for the equally disastrous reorganization of local government. He is to grow more weary, more dramatic, albeit unimpaired by the reality of the realities of the community.

On almost every page of this little volume of Cabinet life there are cruel comments on the hand-to-mouth existence of a Government with huge puzzles to solve, and little by little, in a way of resources, economic and political with which to tackle them. He paints a deeply depressing picture in which the pursuit of advisory policy always takes precedent over any objective assessment.

The books relate the events we have all begun to know of recent years. Social problems for political as well as social or welfare solutions, they recognize that, like education, to be asked to stretch to satisfy both was a client.

of this century could provide a very useful background to future important discussions. We can predict that they will be given extensive but shallow treatment by the media, so these books are published opportunistically.

When the more academic of the two *Soviet Foreign Policy, 1962-1973*, first appeared in 1975, it was highly praised by academic writers. Yet academic praise, should not put off teachers, since it has a clarity that would make it suitable for politics, international relations or general studies students and pupils. Ronald Edmunds is an assistant under-secretary of state at the Foreign and Commonwealth Office, and he writes with the authority of a man who has been on the spot. It is no surprise to learn that he spent two years in Moscow from 1969-71.

World in miniature
Geoffrey Summerfield

The World in a Classroom. Compiled by Chris Searle. Writers and Readers Publishing Co-operative £4.95, 904613 45 3. £1.95, 904613 46 1.

The Politics of Literacy. Edited by Martin Hoyle. Writers and Readers Publishing Co-operative £3.95, 904613 47 X. £1.50, 904613 28 3.

Chris Searle's anthology contains writings of many kinds by adolescents in a Limehouse secondary school. In their variety and vitality, their poignancy and humour, they demonstrate some of the benefits of a multi-ethnic classroom, and they are linked by a commentary explaining the premises underlying the writings. First, ethnic variety precedes opportunity to make knowledge of the world and its peoples immediate, practical and before a second, the teacher works to promote a pro-human, anti-racist atmosphere in his pupils. Third, the message involves the class in exploring struggles against oppression "all over the world"; pupils discover that "their own classroom is up of children who, despite their national or racial origin, are now undeniably a part of the British working class". Finally, the teacher must "develop... a curriculum and body of knowledge that vindicates the national cultural traditions of British working people" and which "actively engages the new" British children in its historical embrace and in its present and future formation.

Chris Searle's writing has energy, buoyancy, and passion; in the event, I find it disarming and en-

Crisis cities
Seamus Hegarty

Urban Problems: An Inquiry. Edited by R. S. S. Zalkind. Oxford University Press 19 502059 6.

This book is a collection of essays on various aspects of the crisis cities in the developed world. They are grouped under headings: housing, education, poverty, crime, ghetto riots, urban environment. Each book is prefaced with a review of relevant work in the field. The range of topics is enormous, from alcoholism to street noise, from Jensen's differences in mental between socio-economic groups to Oscar Newman's urban design. Although some of the essays are quite familiar (as, for example, discussions on prejudice and the novelty of such a variety of topics together very useful and points to a psychological dimension to many of our urban ills.

The volume as a whole is tied narrowly to a single theme as the title might suggest, but are many overlaps with other disciplines and frames of reference. Most people interested in the of our cities will find much new to them here.

Days before school
Gabrielle Riley

Challenge of Daycare. By Sally Provan, Audrey Naylor and June Patterson. University Press £10.80, 300 555 5.

In the past 10 years have seen a significant increase in the day care provision for children below the statutory age in this country. The of our cities will find much new to them here.

responsibility vested in a particular section of local authority to provide educational, social and recreational facilities for children under the age of five years. Some colleges of further education and a few local authorities have recognized the need for some form of in-service training, and have introduced courses, lectures and meetings for unqualified staff in playgroups and the child-minding service.

The *Challenge of Daycare* is a welcome addition to the somewhat limited material available to workers in this field. Sally Provan, Audrey Naylor and June Patterson describe a project set up by Yale University Child Study Centre and financed by the Federal Government. The project, housed in what became known as Children's House, involved two groups of children from a few months of age to under five years, most of whom were considered to be in some way "at risk". The staff consisted of a multi-disciplinary team of highly skilled and competent people, providing a very high ratio of adults to children.

The authors describe in detail the families involved in the project, and the work which they have

Trials of strength
Sally Jenkinson

Colin Brown and Peter Mooney. Heinemann Educational £5.00, 435 32133 1. £2.25, 435 32134 X.

Soviet Foreign Policy 1962-1973: The Paradox of Super Power. By Robin Edmunds. Oxford University Press £1.95, 19 502059 6.

Popular interest in the relations between Russia and the rest of the world has undoubtedly been aroused by the 1975 Helsinki Conference on Security and Co-operation which brought together 35 countries including the United States and the Soviet Union. These two paperback books which explore the relations of the United States and Soviet Union in the second half

Among this week's contributors:

Tony Becher is Professor of Education at Sussex University.
Andrew Currie lectures in New College, Durham.
John Eggleston is Professor of Education at Keele University.
Sally Jenkinson is senior lecturer in politics and government at Polytechnic of North London.
Conrad Russell is a medieval and modern historian at Bedford College, London.
Geoffrey Summerfield is lecturer at the department of education, York University.

TES SPECIAL INSETS 1978

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Vital statistics?

Norma Gibbes

The DES must be busy analysing the various comments sent in to it from the many organizations it invited to respond to its consultative document on the education of West Indians.

Among the many recommendations made by the Select Committee on Race Relations and Immigration, and one on which comment is invited, is the following: that the DES should compile and monitor statistics on the number of West Indian children attending ESN schools, on those training to be teachers, and those in the teaching profession.

But should the collection of statistics on West Indian pupils be confined to those pupils in ESN schools? Policies and programmes should be based on known facts and not on assumptions. For due regard to be paid to black children—surely here one thinks particularly of West Indian children—surely a more complete review is necessary, that includes children in ordinary schools.

Within the West Indian community adults are able to make some assessment of the benefits or otherwise accruing to their children attending certain schools. But how correct are these assessments? For example, are West Indian pupils in schools a success mainly for CSE rather than OCE? Are they

"shunted" into practical subjects like wordwork and needlework and therefore denied and deprived of the opportunity of studying the more academic subjects?

There is a strong feeling that some schools are not serious in their undertaking to educate pupils, that is to make them literate and numerate, and in secondary schools the option schemes which operate could well be seen as an opportunity to evade responsibility in that demanding area of developing pupils' intellectual abilities.

I would suggest therefore that any statistics which are collected should ask how many black pupils are in individual schools, what their attainment is on entry to secondary schools, and on leaving secondary schools how many go on to further education and how successful they are there.

There is a strong feeling that many who are "written off" by schools and who go on to further education seem to do quite well. Is this true? We need to know. If it is, why are schools failing them so?

Statistics should also aim to uncover the figures about suspensions and expulsions. Again, within the West Indian community the information we gather points to an unusually high suspension rate among West Indian pupils, and pupils at some schools seem to fare worse than those at other schools. This is a matter that affects the West Indian community very much. We need to know about the suspension rates of individual schools—how many were excluded and for how long.

The West Indian community is placed in an untenable position by L.E.A.s because when we make demands of a L.E.A. we are asked for the figures on which we base our statements. But since the procedure for the collection of statistics is not available, they can justify inaction because the information on which action should be based does not exist.

I hope the DES will extend its compilation of statistics about pupils rather more fully than the Select Committee indicated, and that these will be published in their entirety annually so that the black community has access to them.

There is, of course, the matter of how to define West Indians. If we are to use the classification of parents' country of origin, then many who are thought of as West Indians will not be so classified, for their parents were born in this country. Also who will undertake the task of checking home backgrounds?

It is, of course, possible to go back two or three generations, but in areas like Cardiff, many who are categorized by society as black and West Indian would be left out. It seems reasonable to suggest that any pupil who is not perceived as white should be counted as Asian, West Indian or African, and in cases of doubt about whether a pupil is of African origin or not, he or she should be classified as West Indian. This should go some way towards ensuring that a truer picture of the black student population emerges.

Norma Gibbes is vice-chairwoman of the Caribbean Teachers' Association. She teaches at Trinity House Girls' School, London.



A West Indian pupil—or should she be classified as British?

Conversation pieces

Marion Glastonbury

How we Live and How we Work, by Anita Harper and Christine Roche. Keatrel £1.50 each.

The Jackson Family, by Ulrike Wendell, Jenny and Steve, Mum and Dad, David, Smudge. Evans £1.95 each.

Critics who complain that Janet and John are bland and homogenous are often challenged to produce an alternative. If you don't like the standard view of British culture displayed in reading schemes, picture books, and cornflake packets, let's see you do better.

The Kids' Book Group has responded to the challenge and tried to offer pre-school children and young readers something completely different. It's a valiant attempt. I wish I could say it had succeeded.

The text is clear enough, and so are the author's intentions. One line per page presents an infant's guide to work and housing; observations designed to prompt children to look around at the diversity of experience and the oddity of our world:

"Some small families live in big houses. Some big families live in small houses."

"Some people got paid a lot for what they do. Some people get paid very little."

These are important truths, well worth discussing. And after interminable aproned Mums and plump Dads in picture books, it's a relief to find office cleaners and waiters and lorry drivers and hospital workers and students and claimants and clerks in the Department of Health and Social Security. Unfortunately, they are virtually unrecognizable in the illustrations, jumbled and scrambled and densely cross-hatched, demotivately leering or craved with pain, in a style somewhere between Thurber and Tomi Ungerer.

It is said that a friend once saw Thurber practicing draughtsmanship and begged him to stop: "If you've got good, you'd be bad." I believe Roche seems to fear that, if her drawings became clear, the masses are monstrous, will be bored. Perhaps the simplicity of the message embarrasses the visually sophisticated; or perhaps a cartoonist's need to avoid a recognisably formal realism. What

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The words and the images at cross-purposes; the medium cancels the message. To be rendered intelligible to children, *How we Live and How we Work* need to be completely unscrambled by continuous monotony from a committed choir unlikely to be chosen by a resident Rep. Their fate depends less on wholesome subsidy and rather more on hard cash paid for every performance. They are less "nationalized" and have to aim their sails accordingly in order to survive.

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company. But there's something for bidding in the Victorian work ethic that judges a harvest of pen and ink as the only justification for a company's labour. One six-year-old trouping out of a riveting performance full of colour and magic turned dutifully to his teacher and asked "Do we start writing straight-away, Miss?"

Suggestions for follow-up vary a lot. Some companies are chary of dictating to teachers and throw out ideas to be taken or left. Some provide clear stimuli and more direct instructions. Some, of course, do nothing. But the balance between providing a single unified experience is one which every company defines for itself. Here, as elsewhere, there are no rules. Remember children's theatre visits tend to be one-off affairs. Touring groups (and neither do schools have the money to pay them) to teach teachers how to teach. Long term projects based on dramatic themes are fine if you happen to have a visit your school throughout the year. But if you happen to live in the vast tracts of countryside where no such facilities exist, it is often a matter of Hobson's choice. Children's theatre groups can never compete with such finely tuned local teaching aids. More usually they provide an educational experience in the broadest sense of the word.

So how do you know that the company you book will not turn out to be rubbish? A band of pseudo-educational pirates making a few bob around Christmas time? Well, of course, you do not. And it has to be admitted that there are a few pirates around. Children's theatre companies creep up like mushrooms and disappear like the

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Children's theatre and drama

See the players well bestowed

By Peter Fanning

Children's theatres. You're all the same. First it's school photographers, then it's children's theatres. You'll be trying to sell me chewing gum next! One headmaster. Not to mention the theatre comes in with the conjurer round about the first of December and gets swept under the carpet along with the Christmas wrappings, sometime after the twenty-fifth.

One or two companies would agree with the teacher who introduced the players in gleeful tones "Aren't we lucky to have an afternoon off." But children's theatre has a lot more to offer than just a bit of icing on the Christmas cake.

So what do they offer, these companies whose publicity leaflets shuffle in trays across headmasters' desks on their way to the waste paper bin? Who are they and what are they selling? What is children's theatre?

Well, first of all they're not "all the same". Indeed it would be hard to find a collective noun to describe a bunch of workers with such dissimilar aims. Moreover, children's theatre and drama in education are terms which are becoming inextricably intertwined. Many TIE groups also perform straight theatre. And children's plays by companies such as the Belgrade in Coventry and the Octagon in Bolton have had a profound effect on children's theatre in general. Good scripts, high standards, a more experienced breed of actor have raised expectations and quality all round.

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dew in the morning. Standards vary from professional excellence to low brow comedy too. So how to distinguish between the two without getting your fingers burnt in the process?

Amongst the many companies who perform solely for children and school groups, the Children's Theatre Council subsidizes only five. These are the Unicorn, Theatre Centre, Theatre City, Spectrum and Vivid Theatre Companies. Of the other ninety-five per cent, some are very good and a few are very bad.

Tales of disastrous engagements are apocryphal. Small companies are prone to cancellation through sickness or through broken down vans. And the show itself may be awful. The impressions held in some quarters that teachers are an unforgiving lot and that so long as "the kiddies love it" then all will be well, (I remember one company whose every script had an obligatory "bottom bump" for that very reason) is borne out by the fact that this sediment of children's theatre continues to survive unsubsidized. Their marks are generally gathered with safety pins and string and a script that was written when Uncle Mac was the parent of Children's Hour.

Let me quickly add that there are lots of good ones too, companies whose style is hard working and professional and whose performances are vivid, colourful and exciting, like a tonic in the middle of a grey winter's day. Nearly every drama adviser has a list of recommended companies. And although very few so far as to outlast a group from the county, it is much the safest course to seek advice from the drama adviser before ever booking a company.

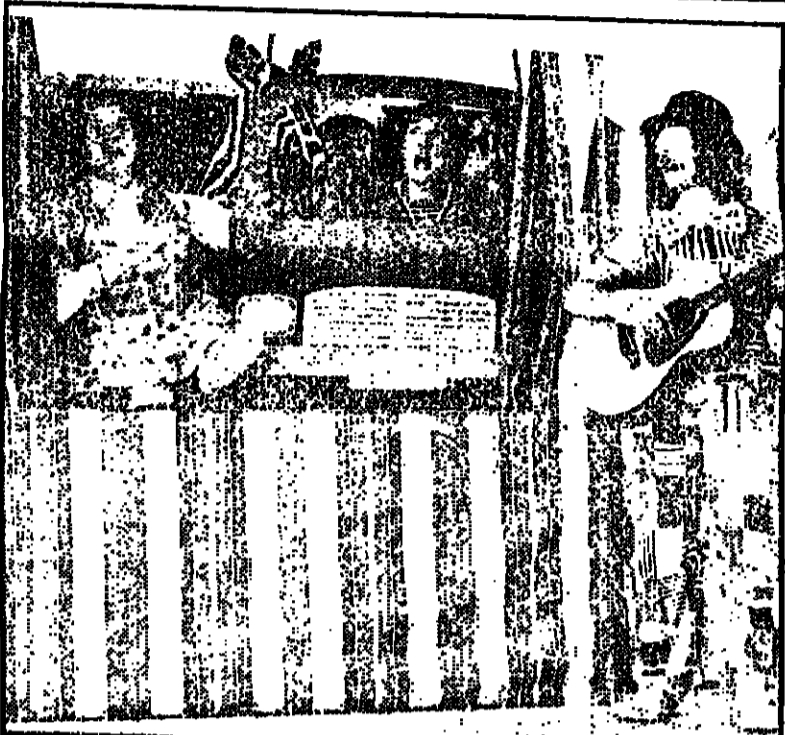
And how much does it cost? Anything between £20 and £50. Which sounds a lot. But there can't be many companies rolling in dough with excessive profit margins. Some groups, like Theatre Centre, run special village tours for country schools, and many counties still have a few pirates around. Children's theatre companies creep up like mushrooms and disappear like the

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The Theatre Kit company performing one of their children's shows "Around The Block in 80 Years"

Elsewhere, drama advisers subsidise a proportion of the cost, leaving the school to find the rest. But the dwindling compass of the capitation allowance and a general unease about charging the children for what goes on in schools only serves to confound the problem. Nevertheless, where there's a will there will always be more than one financial loophole. Jumble, fêtes

and PTAs all help to bridge the gap. And the healthy spread of these travelling players throughout the country is a clear indication that it takes more than economics to keep children's theatre out of schools. Meanwhile, the freshness, inspiration and sheer dedication of the best children's theatre companies is always a lesson in itself. You certainly get your money's worth.

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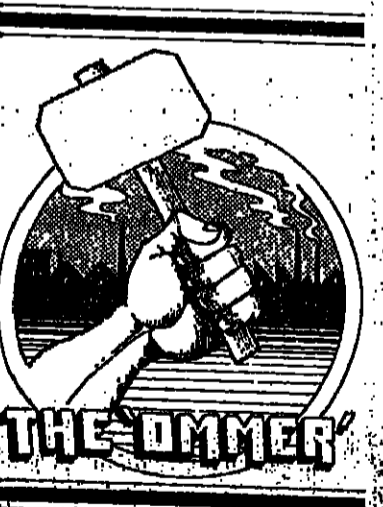
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Network



THE OMNER is a new environmental studies magazine. The Omner is being produced by a group of teachers in Warley, in the West Midlands. The group's aim is to collect and collate local resource material, encouraging schools to help in the compilation. They aim to make the material easily available to students and teachers, so once a term the magazine is printed as a supplement to the Sandwell Evening Mail, and copies of the paper are sent to all local schools. Anyone wanting further information, or a free copy of the autumn issue (send a foolscap s.a.e.), should write to Richard Gallcutt, warden, Churchbridge Teachers' Centre, Churchbridge, Olbury, Warley, West Midlands B69 2AX.

The Network column appears on the first Friday each month during term time.

Two teachers at Sidney Stringer School, the Community College in Coventry—Arlon Jones, the head, and Robert Taylor, head of the "special unit"—have written on a pamphlet on the school's scheme for separating withdrawn and disruptive children from normal classes. A Continuing Approach documents the development of the project since it began in 1974, outlines the problems involved, and offers case studies of pupils who have been in these groups. Available from the school at Cox Street, Coventry CV1 5NL, 50p (plus 15p postage).

The Sheffield branch of the National Association for the Teaching of English has compiled a "collection of thoughts" on the subject of student teachers in secondary schools. It covers such matters as preliminary visits, teaching practice, relations with other staff, and links between the college tutor and the school. Available from Frank Farmery, 64 School Green Lane, Sheffield S10 4GR, price 25p (inc. postage).

A Bristol school has prepared home-made reading packs suitable for independent learning by pupils having difficulty with reading. They have some spare starter packs for self-teachers wanting to start their own programme. Each pack contains 10 sheets of tape-casts, and 40 sheets of workbooks and games. Price £2.00; cheques payable to "The Gordano School Fund". Write to Tom Evans, The Gordano School, Fortishead, Bristol.

Language Matters is an attractive 12-page booklet published three yearly by the Centre for Language in Primary Education, London. Past issues have focused on the process of learning to read, the role of literature and story, books and book issues to be published in the next year will concentrate on talk and classroom interaction, with special reference to multi-racial schools. A year's subscription is 60p; some back numbers are available at 20p. Cheques payable to "Language Matters" to be sent to The Editor, CLPE, Sutherland Street, London SW1 4LH, tel.: 01-828 4906.

The current Liberal Education, put together by Liberal Education teachers, and published by the Association for Liberal Education, is principally concerned with the theme of "learning objectives" but also includes articles on student assessment, media studies, general studies, and the Technical Education Council. Available to non-members from 3 Tullamore Road, Moseley Hill, Liverpool 18, 60p (inc. postage).

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On the other hand there are many children's theatre groups whose work takes the form of a drama project, and whose reference to "theatre" in the conventional sense is almost minimal. As a rough distinction, Children's Theatre Groups are generally controlled by the L.E.A., neither controlled by a resident Rep. Their fate depends less on wholesome subsidy and rather more on hard cash paid for every performance. They are less "nationalized" and have to aim their sails accordingly in order to survive.

So what do they offer? The range is vast, but "theatre" generally tops up somewhere. And the best offer more than an "afternoon off" in the words of Chris Speyer of "Mother Country", we're using theatre as educational tool. But of course lives, the experience of live theatre is an aim in itself. In short, the thing.

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A pick of the plays

A selective list of playtexts for secondary schools compiled by David Self

Despite the growth of "creative" or "educational" drama over the last 15 years, there is a continuing demand for playtexts for use in class or for production by schools and youth groups. Indeed, one of the by-products of creative drama is that "the school play" is a far more imaginative affair than it once was.

The following selective list of plays now available includes traditional favourites and some recently published texts. All should allow for inventive classroom work or production by pupils in various levels of the secondary school.

The Baker's Boy. By Ray Speakman and Derek Nichols. Macmillan 45p. 333 19557 4.
Not for the starchy, say the publishers, but funny all the same—the inside story of a Midlands cake factory: it is amazing what the girls get up to, but the play is always convincing.

Billy Linn. By Keith Waterhouse and Willis Hall. Blackie £1.25. 216 88911 1. Evans 75p. 237 49026 9.
The stage version of the original novel, before it became a film or television series. "Early and hilarious", it reads easily in class. Might shock the governors if staged as the school play.

Brimol. By Keith Parker. Macmillan 45p. 333 19553 8.
A humorous documentary about the Victorian engineer.

The Business of Good Government. By John Arden and Margaretta Gray. Methuen £1.00. 413 34260 3.
An unusual Christmas play, especially suitable for staging in church.

The Children's Crusade. By Paul Thompson. Heinemann 95p. 435 23880 9.
Large cast; will involve a wide age range. Originally written for the National Youth Theatre.

Close the Coalhouse Door. By Alan Plater. Methuen. Playtexts £1.25. 413 29910 4.
A play for the "best cannot do comedy". Really does need side-projection.

Comedy of Errors. By Shakespeare (various editions).
Rarely tackled by schools, but full of comic potential—it contains a wonderful gallery of eccentrics.

The Coming of the Kings. By Ted Hughes. Faber Paperbacks £1.20. 571 00562 3.
A verse nativity play for the classroom.

The Down-Going of Orpheus Banking. By David Clarke. Samuel French 90p. 573 60399 2.
Reworking of the Orpheus myth with songs. Large cast (16 main parts plus many supporting roles). Ideally suited for 11 and 12-year-olds. Not too sophisticated but an agreeable balance of wit and seriousness.

The Drovica Spectacula. Book and lyrics: John Gardner. Music: Andrew Parr. Evans script 75p. 237 75012 0; score £1.50. 237 75020 1.
Sub-titled "Fangs ain't what they used to be", this is an alternatively farcical and witty musical, with such splendid numbers as the "Rhinoceros Rock" and a host of rewarding parts. Explicit.

Errol and The Youth Club. By Jim Irvin and Patrick Murray. Macmillan 35p. 333 18286 3.
Two excellent plays by young people—equally suitable for singing or as classroom incentives to playwriting.

Guy's Revolt. By Bob Taylor. Macmillan 45p. 333 19553 1.
Guy's Lib: four guys (as in Guy Fawkes) invade Parliament. Fairly sophisticated but great fun—suitable for 13 to 14-year-olds.

Indians. By Arthur L. Kopit. Methuen £1.15. 413 36750 9.
Large cast (33m, 7f and extras); ideal for realization as a school play, provided the action can spill off the stage and monopolize the whole hall.

The Italian Straw Hat. By Eugene Labiche. Heinemann 95p. 435 23525 7.
French farce for school production.

Jack Sheppard. By Ken Campbell. Macmillan 45p. 333 19523 6.
Eccentric play about eighteenth century infamous hero—most effective on stage, but only for those prepared to probe the darker aspects of life.

Job. By Sean Barstow. Blackie £1.60. 216 90180 4.
The author's own television adaptation of his novel; episodic and not easily staged, but most effective in the classroom. It reads naturally and will hardly fail to provoke interesting follow-up work.

Just a Family. By John Charlesworth and Tony Brown. Heinemann 85p. 435 23169 3.
Very effective dramatization, with songs.

Mistaken Identity. Comedy; plenty of "fun" situations. Eight males, three females and extras. Needs pace, but enjoyable to stage.

The Strivings in Sheffield on Saturday Night. By Allen Cutler. Methuen Playscripts £1.00. 413 31340 9.
Perhaps only for midland and northern schools? An episodic documentary-cum-comedy about the development of trades unions.

The Thawing of Baron Bolligrew. By Robert Bolt. Heinemann 50p. 435 23103 0.
Great fun for either the younger age range to stage or for older pupils to present to their juniors.

The Welliesbourne Tree. By Robert Leach. Blackie £1.20. 216 89493 3.
Large cast documentary; tells the story of the founding of the National Agricultural Labourers' Union. Useful as a stimulus to creative play-making, and as a script for performance.

The Whole Truth and Five Green Bottles. By Kay Jenkins. Macmillan 35p. 333 18242 1.
Two classroom plays, originally broadcast in "Listening and Writing". Realistic and easily lifted off the page.

The Long and the Short and the Tall. By Willis Hall. Evans 75p. 237 48106 6. Heinemann 60p. 435 23309 9.
All male cast; tough, realistic comedy set in Malayan jungle. Funny, well written.

Luther. By John Osborne. Evans 75p. 237 49150 8.
Challenging and serious, but thought-provoking. It offers a large number of rewarding parts and fairly easily staged. Will work well with sixth formers in class or on stage.

Maria Marten. Edited by Montagu Slater. Heinemann 60p. 435 23810 8.
The Murder in the Red Barn; Victorian melodrama.

Noah. By André Obey. Heinemann 65p. 435 22670 3.
An old favourite; cast, the hapless from the first and second years.

Oliver! By Lionel Bart. Script and music are available only on hire (from Evans Bros; see below).
Pickwick. Book: Wolf Mankowitz; lyrics: Leslie Bricusse; music: Cyril Ornsted.
Script and music are available only on hire (from Evans Bros; see below).

The Real Inspector Hound. By Tom Stoppard. Faber Paperbacks 65p. 571 04727 0.
Great fun for those who recognize the genre being parodied.

Roarants and Guildenstern are Dead. By Tom Stoppard. Faber Paperbacks 70p. 571 082 7.
Not so easy to stage (there's a lot of word-play that requires much skill to lift off the page effectively) but fun in the sixth-form classroom.

Russell's Universal Robots and The Insect Play. By the Brothers Capek. Oxford £1.15. 19 28101 3.
Two famous plays: the first a fast-moving satire on the dehumanization of society (it was the play that gave us the word "robot"); and the second a satire on human follies and greed, and on totalitarianism. Both are funny, both give much scope for inventive direction and improvisation.

Serjeant Musgraves' Dance. By John Arden. Methuen £1.15. 413 30440 X.
A political and angry play, sadly as relevant as when it was first staged. Needs pace, but within the grasp of young actors.

Servant of Two Masters. By Carlo Goldoni (adapted). Evans 75p. 237 74995 5.
"Mistaken identity" comedy; plenty of "fun" situations. Eight males, three females and extras. Needs pace, but enjoyable to stage.

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Woo Jen, Amanda, who edit!

The Pressures of Life, edited by Michael Marland. Longman Imprint Series 582 23329 1.

Four television scripts, including *Speech Day* by Barry Hines and *The Piano* by Julia Jones (transmitted on Thames Television's "The English Programme" this term).

Seven television plays from BBC Schools Television series *Scene*. *Short Plays*, by Chekhov. Oxford 80p. 19 28107 X.

Includes such famous one-act plays as *The Proposal* and monologues like *Smoking is Bad* for You. Useful source of material for building double-bills.

Softly, Softly. By Elwyn Jones. Longman Imprint Series 95p. 582 23341 0.

Five television scripts, not suited to the stage but ideal as starters for a variety of classroom activities (notes provided).

Worth a Hearing. Edited by Alfred Bradley. Blackie £1.60. 216 88935 9.

Five radio plays (by Alan Plater, John Mortimer, David Cunliffe, Bill Naughton and Henry Livings) which read well in the classroom, especially with fourth and fifth year pupils.

You and Me. By Alan Plater. Blackie £1.43. 216 89577 4.

Four plays (one stage, one radio and two television) by a highly competent modern writer. Useful in class, both in general studies periods.

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THE PLAY FOR TODAY
Book review by David Blewitt
On Directing Shakespeare. By Ralph Berry. Croom Helm, £5.95. 85664 325 7.
Dr Jonathan Miller, in a letter to *The Times* on October 13, 1971, defends Peter Brook's version of Shakespeare's *A Midsummer Night's Dream* against those critics who maintain "the director should modestly efface his own personality and allow the text to speak for itself". He goes on to state his belief that they "have systematically misconceived the task of the theatrical director and by implication, therefore, have failed to understand the relationship that exists between tradition and the individual talent".

Weekly reviews of cinema, theatre and television appear on the inside back pages of the Times Educational Supplement

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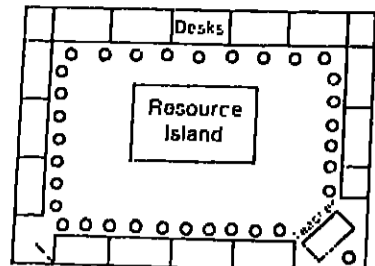
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Wheels within wheels

Avon Resources for Learning Development Unit is experimenting in ways of managing resource-based learning



The resource island would include all the resources: books, handouts, cassette recorders, maps, paper, pencils, glue, etc. that a teacher could choose to include.

"Resource-based learning? We've been doing it for years? In fact we've moved back to more traditional teaching—too much freedom, kids didn't know what they were doing, nor did the teacher. What's new? Has someone rediscovered the wheel?"

The Avon Resources for Learning Development Unit (RFLDU) may not have rediscovered the wheel, but providing answers to this question is one of the tasks of the evaluation team based at Bristol University.

The team, funded by the DES, have for the past three years been monitoring a project aimed at developing a co-operative of teachers within the county of Avon to experiment in resource-based learning (RBL) methods within the 11-13 year age group in five subjects—English, mathematics, social studies, French and science.

Present funding for the project finishes at the end of this school year when the evaluation team are due to report. Although it would be misleading to talk of "findings", the team are able at this stage to identify aspects of the project which are indeed innovative even to teachers who discovered the wheel years ago.

What is, in fact, new about the work of the RFLDU? What are the implications for the role of the teacher, for the department and for the school? What are the reactions of the children?

The Resources for Learning Project differs from those curriculum development projects in which a highly specialized, central team develops materials and methods which are then "sold" to the rest of the department and subject editors and although it has materials to sell, these are only regarded as a means to an end—supporting the cooperative has developed a large collection of resources, and is currently using these to

develop systems of classroom management which permit pupils to engage in "independent, individualized learning".

The RFLDU can be regarded as experimental in two ways—as well as experimenting with teaching and learning styles it is experimenting in cooperative innovation and the original brief for the evaluation directed the team to study both elements. Since the purpose of the evaluation was to inform those decision-makers who might wish to set up a similar unit, it was felt that an assessment of the consequences of so doing, it was felt that an assessment of the consequences would be inadequate.

Instead, the team decided to adopt an "illuminative" approach to evaluation which would entail the study of the process, not the unit's work and, at the same time, retain flexibility so that unforeseen issues could be examined as they arose.

The effects of the project on the teacher, the school and the children are discussed in this article but the authors are aware that they will learn more than they include and generate more questions than answers.

The role of the teacher in RBL

What does the teacher do in RBL? How do teachers manage the class? Does RBL indicate a radical change in the teacher's role? In attempting to answer questions such as these a main problem is that the term RBL can mean, as Gerald Ford said of Jimmy Carter's policies, "all things to all men". RBL has become part of educational jargon and is often used to describe all kinds of teaching.

A simple definition of a resource is "anything that can be used" and usually be divided into three main types—teacher-prepared, published

attempts to solve some of the problems traditionally associated with resource-based learning. A classroom set up in this way minimizes: (a) traffic problems, (b) distraction—the pupils all face outwards, (c) problems of control—the teacher can clearly see all children (for a fuller version of this argument see Philip Waterhouse, TES, February 22, 1976).

References to the above proposals include a number of practical points:

"I share my room with the maths department and I would be constantly moving desks." "I teach in three different rooms and each lesson I would need to transport resources." "I have eight first year forms and this set up would cost too much."

The RFLDU has attempted to answer these problems in a call for the "functional specialization of classrooms." If a pair of classrooms can be set aside exclusively for lower school English (first and second years) then the problems of moving furniture and transporting resources are instantly solved.

In an eight-form entry school, for example, all 16 classes in the lower school can be rotated through these specialized rooms.

Example: (40 period week): five periods x 8 (forms x 2 years) = 80 periods or two rooms. In this way the teaching of lower school English becomes educationally manageable and cost-effective.

The RFLDU argues that with careful planning a timetable with a clear rationale of specialization can be devised with no adverse effect on examination years. The evidence would suggest that few departments have innovated in this way as a department although many have expressed support for the ideas. There are, however, many individuals within departments who have adopted the methods outlined above but many others attempting to do so but frustrated by incompatible organizational arrangements.

Pupils are called out individually or in pairs for a consultation with the teacher, a plan of work is agreed, a task card assigned and noted in the individual contract card. The pupil then collects the appropriate task card and directs him to a resource and sets out certain tasks to be performed.

When the task card is completed, the pupil then has another consultation with the teacher who can see the record on the work of the pupil. This system can be adapted to many situations—the task cards are written on the pupil's textbooks, the teacher wants to use other resources that task cards can be written to suit the needs of able resources.

The teacher will spend much of the lesson dealing with individual pupils formally in consultation and more informally in dealing with individual problems. The evaluation team has observed that lessons taught in this way by members of the RFLDU can vary from 20 per cent of the lesson to as much as 70 per cent, depending on the pupils' progress, the topic and the subject.

Does this system mean a radical change in the role of the teacher? From evidence collected so far it will change but the central control of the classroom remains firmly in the teacher's hands. It is possible to argue that the system of classroom management does, in fact, allow the teacher to retain his control of the knowledge imparted.

RBL at the Departmental Level. The RFLDU also advocate a policy which for many schools would mean a change in the organization of departmental teaching. In English the unit provides a style of classroom layout which

is that you can get on speed and you don't have to wait for others to catch up. Not all the pupils of necessity be considered as resource-based approach writers. Another point is that you are chat with your neighbour if your answer makes a question. Another point is that you are on a practice which while on one occasion should be repeated too frequently. I am a sort of project as well as pictures and my friend's writing."

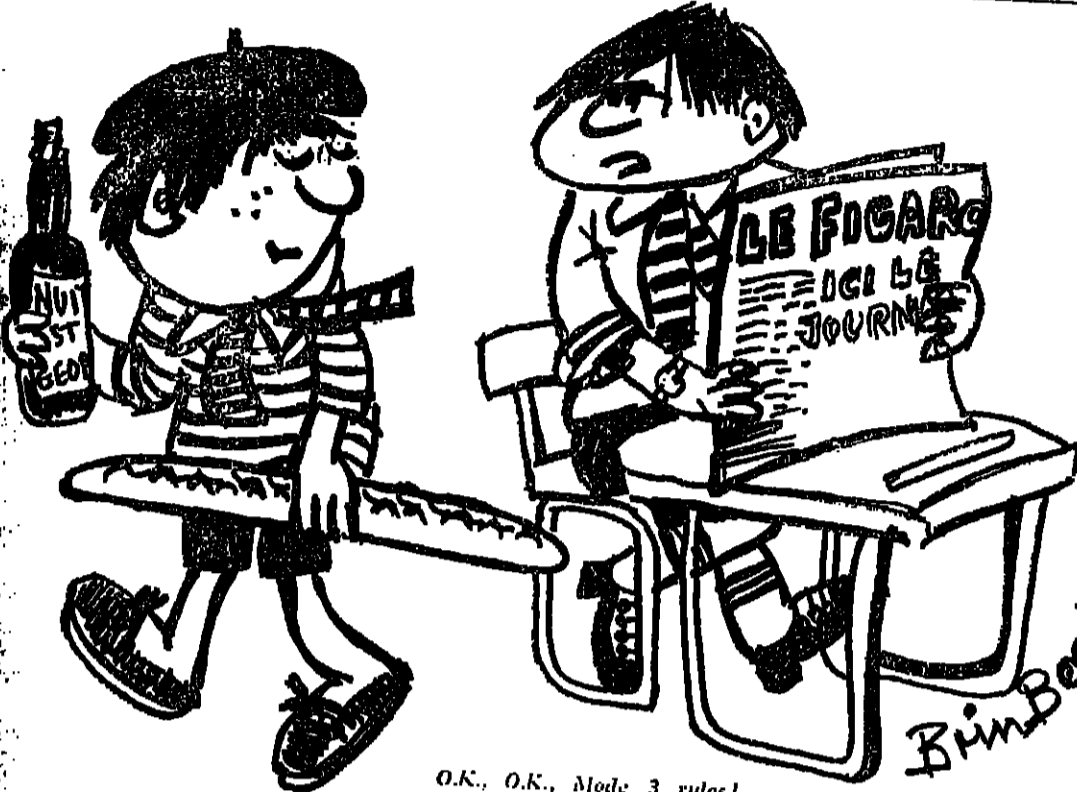
Conclusions

Resource-based learning is nearly over now. This soon be true in Avon schools merely because only for it to disappear emerge elsewhere in a will outlive the present. There can be no doubt aspects of the work of the day novel, if not in theory in application. Many support to base their lessons on needs and progress of the child, but how can they honestly claim to be doing this if not in theory in application. Many support to base their lessons on needs and progress of the child, but how can they honestly claim to be doing this if not in theory in application.

The authors would like to say that the observations made in this article should not be interpreted as anticipating their final report which will not be available until the end of the year.

This article is jointly written by Rosemary Arnold, John Astone, Geoff Hughes and Peter Powell, all of whom work for Avon Resources for Learning Development Unit.

EXTRA Modern language teaching



Waiting for the real revolution

By Harry Radford

Throughout the land teachers of modern languages have renewed the struggle against the obdurate unilingualism of the British system. All, save incurable cynics, have returned from their annual "refresher" visit to the Continent brimmed and even brimmed with new hope, clutching (along with their duty-free liquor) an assortment of trophies destined for use as teaching aids—biscuits, wine labels, metro tickets, maps, records and snapshots—plundered with dedicated fervour from every corner of Europe to seduce the reluctant language learner.

The dawn of a new academic year, while not quite the festive occasion that the Russians make of it, usually stirs in the most dour pedagogic a mild thrill of anticipation: a fresh time-table, a new class, perhaps even a new set of books, a clean board, and even his stock of anecdotes replenished. Good resolutions abound, and the linguist takes up his tape recorder with new heart.

Sadly, this mood of optimism is remorselessly churned out, the same old artificial questions are repeated—"On'est-ce que c'est?"; "De quelle couleur est le cocher?"; adolescents yawn or cringe with embarrassment as the ritual shopping expedition to the grocer's is re-enacted (one would never think that self-service stores existed across the Channel!); the tedious series of those insufferable foreign families resume again, children sit impassive as the teacher tells away, or occasionally chorus an apathetic response while their thoughts turn nostalgically to the freedom of the long summer days.

Soon the pressures and constraints (the latest being a ban on foreign assistants) compel improvisation, a resort to familiar expedients. For instance, sometimes the only relics of a costly A/V course still in use might be a set of tattered manuals, equally as dull as the traditional manuals they supplanted and infinitely more confusing, especially when exploited in a way for which they were not designed.

Disillusionment with elaborate A/V packages has certainly added to the teachers' malaise. Few will be surprised that the well-known Audio-Visual Language Association has recently changed its name in recent months. Failure by tutors to make young teachers aware of

the demands and limitations of audio-visual materials has helped to perpetuate the myth that oral proficiency is a realistic goal for classes of 30 following a normal school timetable. Even in Sweden, where motivation to learn a major language is naturally far stronger, it was recognized almost a decade ago that the fashionable orthodoxy, based on intensive oral repetition and "induction" was not the most efficient way to master a language, for clear grammatical explanations seem indispensable to most students. field of methodology, while regarded as inconclusive, has tended to confirm the superiority of the so-called "cognitive code-learning" approach. This should not be interpreted as an argument for a retreat to the trenches of the discredited "grammar-grind" method. It is simply a matter of redefining our targets, as we have been reminded many times lately. Naturally, speech must be encouraged, but far more important to understand the gist of what they hear and read, to develop some grasp of "how the language works" as a foundation for future learning. Such sentiments, though generally welcomed with nods of approval in the euphoric atmosphere of conference halls, have yet to be translated into action. The tape recorder, in spite of Dr Burstall's findings, is still employed more often for repetition than comprehension; while the feeble content of some of the passages offered to pupils is hardly worth the effort of decoding. Our training courses, then, need to focus more on methodology and selection of materials, on the art of sustaining interest and confidence during those vital early years. Other disquieting aspects of the contemporary scene in modern languages are the trivialization of the syllabus, and the unpropitious atmosphere prevalent in some comprehensive schools. The first is a consequence of a laudable attempt to render languages accessible to children of low intellectual endowment; in seeking to avoid the Scylla of elitism, we have fallen into the Charybdis of utility. Linguists cannot evade their responsibilities to the weakest pupils; but their skills should be used to assist the bottom stream with supplementary English classes, with supplementary English classes.

"Several months have passed since the appearance of 'Modern Languages in Comprehensive Schools', in which the inspectorate expressed grave misgivings about the quality of language teaching. It is time the profession began to show how matters can be improved". By A. J. Peck

Has language teaching failed?

Language teachers could justifiably point in self-defence to the turmoil of the last decade, which has brought about a situation for which their training and early experience has not prepared them. The change of the last ten years have meant for many language teachers, that they are now teaching a foreign language to the entire school population—the complete range of ability. Before, a foreign language was the prerogative of a small, able group.

In many cases the pupils are organized for the first two years into classes which come to a complete range of ability, from the potential Oxford or Cambridge scholar, to the child who is virtually illiterate. At the same time that the target audience has been changing radically, language teachers have had to learn to become users to the "group" in the school, operating tape recorders, film-strip projectors, language laboratories, etc.

While language teachers have been learning to become technicians, they have been offered a wide range of new textbooks and systems of integrated teaching materials, but without any authoritative guidance as to the relative value of such materials; or, indeed, any which language teaching materials should contain.

The examining boards have offered new sorts of exam which test the pupils' skills in speaking and in understanding speech, and while many teachers have welcomed the reform, they have had to acquire the skills to prepare their pupils for it, sometimes without the understanding and support of the head. The need to improve their own linguistic proficiency sufficiently to view this revolution, it is, in my view, too soon to judge whether language teaching has failed or not. It may even be that a generation of school-children, all of whose parents learn a foreign language themselves in

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"Has language teaching failed?" continued from page 32

Language teachers are confronted by a common task and the need for a common language. At present, they have no objectives apart from lists of grammar and vocabulary published by one or two CSE boards. They are cast adrift without a compass and are reduced to using their own papers and chief navigational aids.

Without precise and, above all, realistic statements of what pupils should know, what they should be able to do with what they know, and how well they should be able to do it, there can be no confidence about aims, and many teachers will continue to be dominated in their syllabus planning by the contents of their stock cupboard, unable to see appropriate aims for different ability levels.

Few authors have so far shown any sensitivity to the wide range of capabilities presented by the whole of the school population, and few textbooks in current use show much understanding of the use of the foreign language and the provision of abstract information about it. Most textbooks still contain examples of language which, while not quite unusable, has stood the test of time (Jespersen, Sweet, Palmer, Hodgson).

It must be emphasized that the three recommendations made above must be treated as an inseparable whole. We must not again develop materials in a vacuum, without a realistic objective; we must not again make materials available without ensuring that they are understood and can be properly used.

Actuality film

Anthony Davenall introduces Thames Television new French series

Under the title of "French Studies" Thames Television has undertaken the production of four French language series which will provide a resource for teachers throughout the school year.

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"Comment dijon...?" was first shown in the London area only during the Spring term. On the basis of this experience, the programme was to a degree re-structured before the first network showing in the Summer term. An additional programme is being made so that we can offer a series of five in this Autumn term 1977.

For each programme we have taken one of the commonest themes of CSE oral examinations. Actuality film is especially shot in France, analysed by repetition and animated graphics. There then follows a mock oral examination "after" which the "candidate's" performance is in turn analysed.

Particularly gratifying are reports

"Waiting for the revolution", continued from page 31

rather than perpetuate the message of "survival French". As to the second problem, conditions of work, it is a commonplace that in some schools, an already interrupted and often interrupted by other activities or trilling pretexts, homework is neglected, application and concentrated effort are seldom demanded. Little wonder, reports that modern languages are in decline.

Yet, in spite of the abrasive rhetoric lately directed at language teaching in our schools, the message of the recent Green Paper is clear enough. Like most official documents since 1912, it reiterates the importance of foreign languages for the nation's children. Furthermore, the role of language study as a keystone of the educational process is underlined by the statement of aims set out in paragraphs 1.4.4.

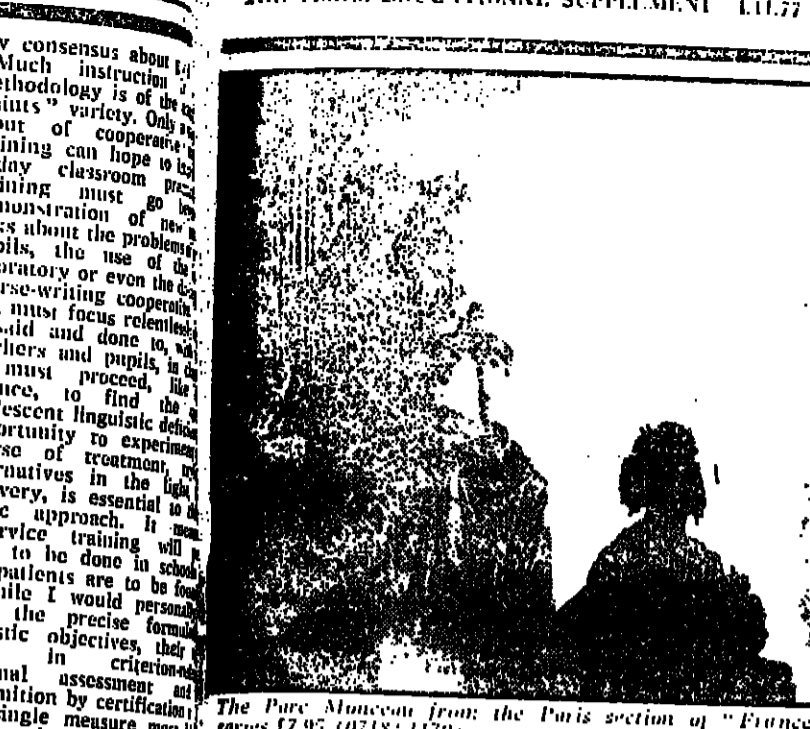
Of the eight aims specified, no fewer than six would be served by a well planned course in French or German. But such courses must be judged by the quality of the educational experience they provide rather than by narrow utilitarian aims unattainable by the majority. Because it has failed to improve the quality of experience for so many children, so-called "language revolution" is phoney; the real revolution still to come.

Now British Association of Language Teachers.

L. Levin: Comparative Studies in Foreign Language Teaching. University of Nottingham.

A. Education in Schools, HMSO, 1976.

H. M. Radford is tutor in languages, University of Oxford, Department of Extracurricular Studies.



The Paris Museum from the Paris section of "France Observed", one of Kaye and Ward's Realities series £7.95 (07182 1170).

The survival of French

By A. E. Eaton

The red on the map has lost its significance and the globe-trotting Englishman surviving in foreign climes in the service of his Queen has gone save perhaps from his consciousness.

How else to explain the fact that the newer materials developed and used in this country for teaching French require a central position in the learning process for the British pupil's cultural pattern, his classroom thinking. The Schools Council's "A Votre Avis" or "behave" out there in the background facts and are mediated by the author to the learner. So careful is the process that a portrait of the learner as seen by the course maker is often too clear to miss.

It is accepted that language does not consist solely of linguistic symbols, syntax, grammar. It is commonplace enough to understand the meaning of a foreign language as essentially an attempt to gain entry to a different reality, a different system of meanings, created by and sustaining a different community. "Il exprime une manière d'être, de penser, de sentir, de voir les choses et les mots; même sous sa forme la plus humble il est lié à une civilisation."

For the Stimulus-Response method, the "En Avant" with its flash-card figure-in-lab-drill is essentially an English classroom thing. The Schools Council's "A Votre Avis" or "behave" out there in the background facts and are mediated by the author to the learner. So careful is the process that a portrait of the learner as seen by the course maker is often too clear to miss.

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The Paris Museum from the Paris section of "France Observed", one of Kaye and Ward's Realities series £7.95 (07182 1170).

While I would not personally name the precise foreign language objectives, I would not be surprised if the national assessment as the single measure most likely to bring about language reform, since such objectives attract materials and methodology, a program must be geared to the areas together, if we are to teach French in a school, while at school, to a command, a foreign language.

A. J. Peck is Director of Materials Development in Language Teaching Centre, University.

report in detail upon themselves: their pocket money, what time they must be home in the evening, pet, hobbies, whether they have been to France or not. It is a list of 16 items entitled "survival French". It is a list of 16 items entitled "survival French". It is a list of 16 items entitled "survival French".

Understandably views of the school which make it primarily a distributor of life-chances, or a preparatory establishment for particular spheres in life, impose academic and other children, impose uncomfortable pressures on the arts and social studies and teachers must cope with many pupils who need not, do fail.

However, the production of non-linear modular globe-trotter courses will surely provide nothing but further frustration. The stimulus-response learning involved is long discredited and the artificial non-linear conflict is profoundly with what is known about language acquisition. It is a mere question of how to do it better, not how to do it differently.

The small globe-trotter, however, will not have been encouraged to shed his cultural egocentricity. The idea has been expressed that the majority of children while the academics continue to learn rules and "vocab" as if no discoveries had been made during the past 20 years.

What is really needed is a vigorous debate and thorough reappraisal of what does, what could, what should constitute the French curriculum. Most essentially British must abandon insularity and take a French reality at the heart of it. It is indispensable to prevent the élève des persennages français vivre et dialoguer en français sous ses yeux... afin qu'on lui impute il s'identifie à eux et s'approprié leur langage en se les appropriant."

It is necessary to specify French since French is not French. It is necessary to specify French since French is not French. It is necessary to specify French since French is not French.

1. It is necessary to specify French since French is not French. It is necessary to specify French since French is not French.

2. Préface, Vols et Images de France 1960.

3. M. Buckley in Handbook for Modern Language Teaching (Horsely).

4. CSE Extra, a Somerset County Council Publication.

5. Suisse.

6. Préface, Vols et Images de France 1960.

A. E. Eaton is director of the British Language Centre, Bingley College, West Yorkshire.

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E.J. Arnold Modern Languages

The self-correcting element

Bryden Keenan suggests a method for controlling group work in modern languages

It used to be possible to teach at an able class and keep going for 40 minutes without provoking many obvious signs of boredom or rebellion. Few can do it now. There is general recognition that it is best to vary the pattern of a lesson and most teachers would not want to feel that the brightest members of a class were being held back or that the weakest were drifting away. Setting cases the problem but may still leave groups containing at least 25 per cent of the ability range.

Modern linguists have been well served with advice about group-work. *Group-work in Modern Languages* (York 1974) and a chapter of David Webb's *Teaching Modern Languages* (David & Charles 1974) remain the best contributions among much writing on the subject, and many of the primary school teachers who took up French were used to having their mixed ability classes operating in groups for almost any subject.

It may be, however, that suggestions for group-work have been much too vague. "Oral composition could begin with the whole class, but will be much more useful when practised informally in small groups" (Teacher's Book for *En Avant* Stage 2). One might wonder when this would mean. If there has been little noticeable increase in the amount of group-work practised, especially in secondary schools, the reason must surely be that most teachers feel it is all too liable to run out of control. This need not be so.

If a self-correcting element is introduced into group-work, it immediately becomes much more manageable. Cards printed on both sides, or having a picture stimulus on one side, are a useful device. Let us take simple definitions as an example. On one side of the card you have "Le Luxembourg" on the other "C'est le plus petit pays du Marché Commun"; on one side "Marseille" on the other "C'est la plus grande ville du Midi de la France".

Looking at one side, the pupil has to say what is on the other. When he has made an attempt, he turns the card over to check if he is right and he checked by the rest of the group. If he is right he chooses another card and goes on until he makes a mistake. The cards are then turned back and another member of the group takes over. Cards may be chosen in any order and even a weak pupil may be able to say a couple of cards that have just previously been turned over.

Boys in particular appreciate this way of working. Groups can be of mixed ability as it is perfectly feasible, within one group, for a bright pupil to be looking at the names of objects or places and attempting to say the definitions, while a weaker pupil, when it is his turn, looks at the definitions and simply names the places or objects. Having cards that work both ways like this is a useful device for dealing with mixed ability groups but, at a later stage, pupils to be possible for the ablest pupils to leave an activity they have exhausted and move to an individual reader or something appropriately stimulating.



This exercise comes from "German sign Language: reading comprehension activities" by Robin Swyers (Harrov 1975). 0 215 530916.

First culture, second speed

J. C. B. Gordon offers a revitalizing prescription

The symptoms of the crisis in modern languages are well known. The number of candidates offering modern languages at O and A level has remained virtually static at a level when some other arts subjects (English and history) have experienced a boom, and in the case of some languages there has been a steady decline.

Moreover, the number of people applying to study modern languages at university is falling. It is an open secret that some university modern languages departments are unable to fill all their places even accepting virtually all applicants in two E's at A level.

It is fashionable in some quarters to regard this as a crisis in general comprehensive education, a scapegoat for the crisis. It will be the case that comprehensive education has helped to truly let off, but in retrospect what remarkable is how successful the grammar schools and public schools have been in promoting a subject whose relevance to most pupils is far from plain, especially in a society where knowledge of modern languages is not held in particularly high esteem.

Traditional grammar schools and public schools were for a long time successful in stimulating an interest in subjects of little immediate relevance, at least among their ablest pupils. The curriculum was largely presented as an unqualified "given", and it was then up to the more ambitious pupils to make themselves proficient in an acceptable combination of subjects: the long-term reward was university entrance, or teacher training as a consolation-prize, and the short-term reward a high placing in the class.

Personal satisfaction, apart from that to be derived from being officially adjudged better than one's peers, was largely incidental. In the days when university entrance was difficult but provided almost automatic access to satisfying employment, there was a certain logic in encouraging schoolchildren to concentrate on those subjects that they happened to be best at, regardless of the question of intrinsic personal satisfaction.



"Mille Fleurs" tapestry at the Chateau of Angers. Another illustration from "France Observed" (Kaye and Ward).

if he makes a mistake, the player who holds the card in question will be able to put him right. The player who makes a mistake forfeits his turn, of course.

The game works best with four players play with a pack containing only four families. Later the question can be changed to "Fast die Mutter von ..." to practise the accusative, and a genitive version of the cards can be produced subsequently. Children learn their cases far more quickly from his game than through normal whole-class methods.

This means of controlling group-work has been tried with classes of all ages in many schools and adult centres in Bedfordshire. It works. Teachers have usually been surprised and delighted both at the stimulus it provides for oral work from the whole class and at the level of accuracy achieved.

Bryden Keenan is general adviser, modern languages, Bedfordshire.

Instead, culture should be made the main focus of foreign language courses in schools, and not a sideshow. The language itself should become more instrumental. One might even begin a foreign language course with a direct attack on stereotyped notions about the "national character" of the speakers of the language to be learnt.

It is, of course, important that the courses should be designed in such a way that a rapidly growing knowledge of the language is an essential prerequisite for learning about culture. The second priority ought to be to speed up the language component of the course so that pupils do not have to wait for years until they can do anything worth while with in the language.

Probably this can only be achieved by curbing the traditional obsession with accuracy in the early stages and by drastically reducing drilling, oral or written. The aim should be to present pupils with the basic grammar within the first few months of the course, to give them opportunities for meaningful practice (rather than drilling) and then to allow the impetus for accuracy in detail to come from the pupils themselves.

Some people will object that this approach will produce casualties in the form of pupils who never get to grips with the grammar and never develop any desire for accuracy. However, this is no worse than what happens at the moment, and it is doubtful whether accuracy can ever be achieved, on any last-thing basis, without a desire for it on the part of the pupil.

It is absurd to slow down a course to the pace of a funeral march in order to produce marginal gains in accuracy among those who are going to opt out of modern languages at the first possible opportunity, and it is nothing short of irresponsible if it kills the motivation of those who are interested in the subject. Potentially, speeding up the course combined with a redefinition of the aims of foreign language teaching provide the most powerful instrument for enhancing motivation and the current crisis is above all a crisis of motivation.

The findings reported in *Modern Languages in Comprehensive Schools* (HMSO 1977) should come as a surprise to no one. Although there has already been some radical rethinking among modern linguists and some imaginative experiments have been undertaken, more rethinking is necessary. The claims of modern languages to a central place in the school curriculum are by no means self-evident in English-speaking countries; and, unfortunately, teachers who cling to an unmoderated view of the subject or use teaching methods based on discredited theories are doing much to undermine the subject. Due heed should be given to reports that in a number of schools French is the most unpopular subject in the curriculum.

J. C. B. Gordon is a lecturer at the Language Centre, University of East Anglia.

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Attitudes, motivation and the timetable

At the Archbishop Ramsey School we have devised a new approach writes David Cross

Two of the most important variables affecting the level of proficiency reached by a language learner are, first, the amount of time available for contact with the language, and second, and perhaps more crucial, the attitudes and motivation of the pupil. In short, if we are to achieve success we need classes of voluntary and sufficient time. The traditional timetable, however, seems designed to encourage failure rather than success.

Traditionally the greater part of the five year course is spent teaching "pressed" pupils, giving forty minutes of French a day to all pupils for three years regardless of their inclinations or aptitudes. For many pupils and their teachers something like 20,000 minutes of compulsory French becomes purgatory. Certainly, all children should have the chance to sample a foreign language; but not for three years!

It is becoming more and more evident that a relatively small proportion of our children will learn a language successfully under such conditions. A proportion sample of this length is not only unnecessary, it is uneconomic and in some cases positively harmful. Far from giving the pupil friendly attitudes towards foreigners and foreign countries and a desire for further language-learning the usual three year foundation course conditions and increases its chauvinism.

Don't let us accept the system unquestioningly. Is this really the best way? Our problem is this. How can we offer a language for all and still ensure that we spend most of the available time in front of the motivated pupil? Any easily acceptable alternative must fit the framework of the school organization, must respect the common core curriculum and an option-system which usually comes into effect two years before public exams.

At the Archbishop Michael Ramsey School we have devised a new approach which fits most of our criteria. French, our main foreign language, is introduced only in the third year. During that year the pupils come to us for three double-periods each week. By the end of a fairly rigorous year they are well aware of what will be required of them if they choose to continue a language to exam level.

Accordingly only the pupil who wants to work hard will volunteer. There is an important difference. During the next two years we have him for the equivalent of eight periods a week so that by the time he reaches the stage of public exam he has had almost exactly the same amount of French as has the pupil who has endured the normal five year course. Obviously we cannot offer the same amount of time for a second foreign language, so only the more able pupil can opt for two languages in the fourth year, but we do have a choice of one year courses for beginners in the sixth form.

THE LOWER SCHOOL

This does not mean that the pupils at AMR meet no foreign languages in their first two years. We have them for one double period a week and give them a foundation "linguistics" course. Fortunately, the school has been internally re-organized from a seven form entry school to an eight form school. This enables us to take them in blocks of four mixed-ability classes.

Such an arrangement lends itself readily to a module system and we have four teachers each offering a 10-week module in both years. Two teachers team-teach a double-module (20 weeks) intended to acquaint them with the culture and civilization of Europe. A language-structure module is designed to equip the

child with insights into the nature of language. We hope this unit will enable some of them to learn foreign languages more easily at school and later, in adult life. The foreign language module in year one is Italian; in year two it is German. The units are not cumulative. The classes rotate from module to module in any order.

The advantages are apparent. For the first two years the pupils have the stimulation of changing modules every tenth week. This tenth week there is added incentive to work hard for an end goal which is never further than a few lessons away. All the pupils get to know all of the teachers.

If there is a change of staff no child loses "his teacher", nor is there discontinuity. The new member of the department finds a ready-made module which he can adapt to suit his own personality, talents and beliefs. All of the pupils get exactly the same basic course, having an equal share of the most experienced teachers. The work load for the teacher is much reduced. Each team member has to prepare two 10-week modules and his preparation for an academic year, for the first and second years is complete.

Perhaps more important, the system is flexible. Modules can be changed at any time. A teacher of any minority language can give every pupil in the school a sample of his language. In addition, we can cooperate with the remedial department and allow withdrawal from any number of 10-week units for those pupils who are handicapped in literacy or numeracy. The child who is sent back to language lessons or who joins us from another school can be put into a module which is appropriate for him.

Discipline problems, and ours is not an easy area, have become minimal. No time is wasted, on the contrary there is a sense of urgency. The variety offered ensures that the linguistics course is intrinsically motivating. The result is that at the beginning of the third year, when many classes following the more usual language course are slowing under an increasing weight of apathy and paper work, our pupils still have favourable attitudes towards us and towards our subject. They face their third foreign language with confidence.

This third year is equally rewarding. We keep the excitement of a modular approach to French. The pupils spend the first month with one teacher, after this introductory course the rotation starts again. We prepare self-contained modules upon a theme which are designed to last for the three double periods which are now available weekly. At the beginning of each week the classes go to a new teacher, a new topic, having a new module.

Success in completing this unit does not depend upon the acquisition of previous modules. The work cycle continues: minimal preparation, hence well-presented lessons, relaxed teachers, motivated pupils, and gives them a foundation "linguistics" course. Fortunately, the school has been internally re-organized from a seven form entry school to an eight form school. This enables us to take them in blocks of four mixed-ability classes.

Such an arrangement lends itself readily to a module system and we have four teachers each offering a 10-week module in both years. Two teachers team-teach a double-module (20 weeks) intended to acquaint them with the culture and civilization of Europe. A language-structure module is designed to equip the

for the one-year or the sixth form. For the past 10 years we have continued a language course and consolidation of language and try to hold certificates in a man. The pupils are motivated towards French and we must be pushed ahead preparation for the exam level.

For our "language" the only entry will be to work all communicative class. We feel no need to separate future classes from O level. They are motivated, having just got on with reading and speaking French and so as it is spoken by most.

POST-OPTION FRENCH We reduce teachers' putting two classes. The two teachers are assistants and so there are three adults with each class. This allows us a more approach to the whole group. Two or three teachers can do it.

The class can be split into groups for three reasons. Alternatively, they work in small groups, even a tuition by a teacher that we have allowed in we have chosen to take days. This saves time, change-over and adds an element of intensity. We develop projects in depth, literature and even them for an afternoon, then our with French and explore the locality.

We believe that this enable us to produce a foreign culture of language in a much As a relatively mature an expressed desire in language, he learns more than does a younger compulsory class. would like to attach of "late start-up" pupils, by the time they way through the fourth more fluently, more secure with better accents, than from traditionally taught who have had much more time with the language.

We are not especially teachers but we are teachers efficiently and under better as result of our usual (metaphorical) teacher one-class organization of the lower school content of the lower school have been given in the December, 1977, issue of *Journal Modern Languages*.

David Cross has been Head of the Department of Modern Languages at the Archbishop Michael Ramsey School, London, S.E.4.



Unloading the catch early in the morning at Vigo in North-West Spain. Photograph by Jonathan Eastland.

The dimensions of Spanish

James Holroyd maintains that Spanish represents not a country but "el Mundo Hispanico", a world ranging from the primitive to the highly developed.

The Secretary of State for Education has recently echoed a view held for some considerable time by the language inspectorate at the DES, namely that we should spread our resources among the main foreign languages studied in Britain, so that French, at present occupying its supreme position for historical rather than sound educational reasons, should cede some of its hegemony to languages of equal importance on the European and world scene.

There is a great deal to be said for having in this island groups of people knowledgeable about the cultures and languages of various countries, sensitive to their strengths and understanding their weaknesses. Such a resource cannot but help to counter prejudice and form a reservoir of expertise available in all types of contacts not solely with the French but with other important cultures beyond the borders of France.

What then of the prospects for my own "minority" language, Spanish? Although the position of languages as a whole within the school curriculum gives cause for much concern owing to restrictions imposed by timetabling in the comprehensive school, and even though numbers taking a language at A level have dropped disconcertingly in the last few years, Spanish appears to have lost little ground relative to other languages.

Yet, as a language it remains unloved, traditionally considered by most who do not know it, or whose knowledge is limited to a fleeting trip to the Costa Concreta; (a) simple to learn, therefore, by inference, lacking in subtlety; (b) a fitting object of study only for Catholics and girls. Those who have some acquaintance with the culture point to a richer literature in other languages, indeed to cultures stronger apparently on every score, and to a factor playing no small part in their assessment: the economic power of the country whose language is under consideration (although admittedly there is not much evidence of this principle at work in the case of Russian since it hardly boasts the proper of language teaching which its political, cultural and economic importance in the world would demand).

months, and well-meaning of the culture as we see it, and asked on what value there may be in Spanish as a school subject. Two years ago, we felt, one cannot but have had a good time at school, had happy associations with the country, found it in the curriculum at a given school and then, without stopping to ask oneself why, taught it in short-sightedly because it was there.

The first great strength of Spanish as a culture, we have decided, is its diversity. Spanish represents not a country but "el Mundo Hispanico", a world ranging from the primitive to the highly developed, full of contrast and paradox. Spain is excellent as a starting point, as an introduction to an already strange culture, but how much more appealing to a 14-year-old are the adventures of Pizarro, the colonial remains of Antigua, Guatemala, the exploits of the conquistadores, the flamboyant idealism of Simon Bolivar, the lost cities of the Mayas. All this is material which attracts an average level in the early stages. It has been up to us to track down source materials and absorb them, take cuttings or slides from magazines, etc., reinforcing the Spain we knew with a great Latin-American dimension.

However, if the very strangeness of the Mundo Hispanico is an advantage, the lack of contact at school exchange level with Spain (now being remedied by the Central Bureau) and the level with Latin America could, by the same token, place the subject in the realm of the Arabian Nights. It is, therefore, necessary to emphasize what contacts there are and actively encourage some to visit Spain in order to report the wonders they have seen.

An exchange of assistants with other schools in the area has helped a little in this respect, also shifting the focus from the region of Spain to another, as at the local technical college we have managed to find students from Mexico, Venezuela, and Peru willing to talk to the pupils in general terms about their country, or hold a *mesa redonda* on a given topic.

Many of the suggestions I have made apply in some measure to all pre-O level pupils but once we are dealing with a sixth-form course the strange and exotic are probably insufficient reasons for studying Spanish. Grateful as he will be for his good A level grade, the pupil will be happier still if he has detected some underlying purpose in his studies which will give interest, continuing interest and understanding whether he wishes to pursue his formal studies or not. Here is *la hora de la verdad* for the Spanish teacher.

A major contribution of the Hispanico World to modern thought is to be found in the field of development economics. There is a considerable corpus of literature both technical and lay in Spanish which has been translated by home-grown academics of international reputation.

This, then, is the major and unique contribution that Spanish studies could make to the study of development in all its complex manifestations: sociological, cultural, political, etc. acquired at first hand from Spanish language sources. The contrasts and similarities to be found in the approach to these problems, not to mention the variety of the historical and cultural experiences of countries like Cuba, Mexico, Peru, Brazil and Paraguay, afford a wealth of material for discussion and comparison—add there is ample source material available in Spanish.

Supplementary material is to be found weekly in *Testigo* magazine on television, radio talks and newspaper articles. It might be argued that this is the province of the geography. A novel syllabus, but that approach lacks the immediacy and compulsion of local sources.

The school library, where this source material is usually to be found, has a most important part to play in the prestige of a language as a school subject. If I have not so far, this is because it is a sine qua non of any A level language course. Yet, modern Hispanic literature, particularly the short story, in the main, reflects very clearly the situation and issues which arise in class discussion. Thanks to many of the writers of the so-called Latin-American literature "boom", who have achieved

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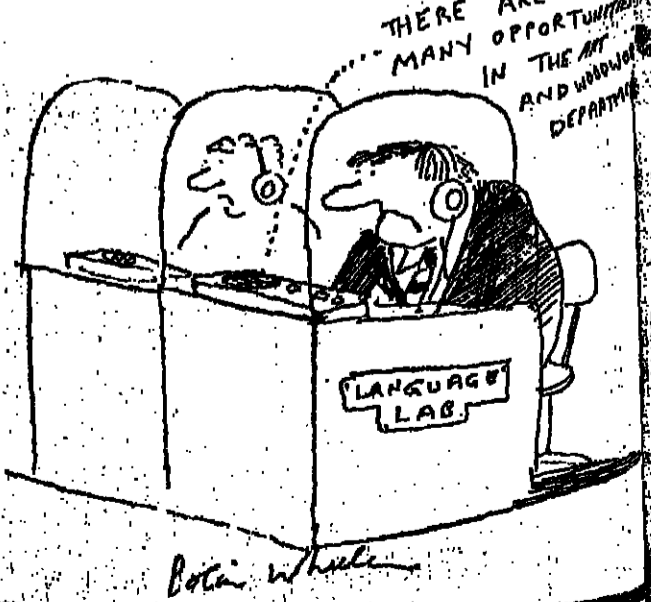
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The first formal account

A report by Keith Gordon on the Oxfordshire Modern Languages Achievement Certificate

About a year ago, in an article "Aiming at the Right Target?", Peter Downes, head of the Henry Box School, Witney, outlined work that was in progress within Oxfordshire. That work was essentially an attempt by various groups of language teachers within the authority to put into practice some of the ideas on the subject of alternative approaches to modern languages as propagated in recent years by people like Brian Page and Alan Ellis, of Leeds and Cardiff Universities.
Although at this time our work was at an early stage, the task of meeting requests for information became too burdensome to maintain, the demands of the actual jobs of producing syllabuses and exams, plus a framework within which to administer and assess those examinations in the county being too time-consuming to allow us the luxury of regular "bulletins" to interested parties outside our borders. Thus, with the exception of a conference in Oxford referred to later, this report constitutes the first formal account of how things have gone in the past year.

It is, perhaps, worth noting that our county has no specialist adviser for modern languages, that function being performed by a committee of linguists and members of our advisory service. Ironically, it might be argued that the lack of an adviser has, in this instance, almost proved to be an advantage as those teachers on the committee are a dedicated and enthusiastic that the nucleus of the working parties to work on the French Syllabus Levels 1 and 2 and German Syllabus Level 1 was already there.

When we appealed for other volunteers to make up the groups to viable numbers it was easier to attract teachers who saw that respected colleagues were already committed to the idea. However, our German group had a more chequered existence than the other two as its original membership consisted of teachers who all shared a teaching situation where only the most able took German. At Christmas of last year, they retired defeated and a new group agreed to take on the task of producing a low-level German syllabus, which it did by Easter of this year.

At this juncture one must also pay tribute not only to the unstinting efforts of the teachers in the three working parties who accomplished all the work entirely in their own time, but also to two individuals who have played a major role in going into setting up and evaluating the examinations: Miss Naylor of Culham College of Education, and Dr Harding, of Cardiff University, have been towers of strength during this past year, and it is a pleasure to continue their involvement during the next stages of development.
By late spring we had reached the stage where preliminary syllabuses in French Levels 1 and 2 and German Level 1 were either completed or nearing completion. At this point we had to make a conscious decision: whether to go ahead in faith and inform schools in Oxfordshire that tests would be set on the syllabuses and invite entry, or to postpone such a step until 1978. After much discussion we "grasped the nettle" and announced that tests would be set in late July.

Hopefully, this would fall outside external exams and coincide with many schools' internal examination arrangements. Of a total of 57 secondary schools (some of which are middle schools) 17 expressed willingness to participate. It was felt that we should endeavour to accommodate all who were prepared to "stick their necks out", and we ended up with just under 1,300 entries.
It was at this point (March 1977) that the meeting in Oxford, referred to above, took place. Under the chairmanship of Michael Salter, HMI, he drew together both representatives of areas such as York, Herefordshire, T.E.A., etc. and also teachers from individual schools who had already produced, or were producing alternative syllabuses and exams for less able students in their schools. The day was a most useful exchange of information and ideas from which two factors emerged: first, we were the only i.e.a. then to be committed to setting countywide tests to be awarded certificates of achievement in French and German, and second, our topic-based and situational syllabus seemed to be generally endorsed by other groups there.
When our groups had sat down to consider what to include in various syllabuses we had soon encountered difficulties: how do we justify one word over another—particularly in a total vocabulary of some five or six hundred words? Working within the framework of certain topics had assisted in rejecting or accepting certain words and phrases.
The situations were: French Level 1 and German Level 1 six topic headings (travel, café/restaurant, shopping, accommodation, town and personal information and recreation); French Level 2—five of the topics were extended by material and by transferring vocabulary from passive recognition to active production, while personal information and conversation was extended to cover personal reactions. New topics were incorporated (house, family, letters, food and drink in the home, illness, leisure interests, and school and holidays).
This approach was also a great help later when it came to producing the actual tests. The skill areas concentrated on were those of speaking, listening and reading, so that writing did not figure in our present plans, except in the form of a comprehension, except in the form of a passive receptive nature. What I should emphasize is that the syllabuses are not designed as an exclusive model for language teaching; indeed, the teacher is encouraged to introduce as many items from outside the syllabus as possible. We should like to see the syllabus, possibly not learn the material, but included to encourage discriminatory listening.
Our three syllabuses were distributed to schools by the summer term. Here, the first snag manifested itself. Several schools were worried by the much larger amount of material contained in French Level 2, where the difficulty lies in pitching between the elementary level of stage 1 and the too advanced level of CSE (roughly equivalent to Level 3). This is certainly an area where much remains to be done for the future.
The next stage was the major one of actually writing test papers. Although several of us discussed possible formats, by far the major part of the work here was by Dr Harding and Miss Naylor who accomplished the writing of nine tests—three for each level. Basically

the format was of listening and reading comprehension and speaking with a weighting of 50 per cent in reading and 20 per cent in listening and speaking, separately. In the former, multiple choice was used throughout, but in the latter a continuing story line, rather than a series of disconnected questions.
The speaking element again mirrored the storyline, presenting situations and tasks, in English, to which the pupils had to respond. What was insisted upon to teachers at the standardizing meeting was held, was that marking rewarded only the conveyance of meaning, the content being understood. We did not want to deduct marks for comprehensibility. We even dared to try that we hoped to produce a mark which could be enjoyed by the candidate.
We also stated that we were not interested in a large number of failures. It was an Achievement Certificate and hopefully, some 90 per cent would gain an acceptable mark. Having made such a statement we could only pray that results would not be so poor as to force us to adopt a low pass mark.
Our first tangible indication of success began to filter through while exams were being administered. Teachers spoke of the high motivation level of the pupils. The actual administration of the exam revealed problems which, timing, but the remaining sections fitted comfortably into the normal timetable. When we got down to analysing actual marks we were able to set pass marks of 40 per cent in French Level 1 and 50 per cent in both German Level 1 and French Level 2—still achieving pass rates of 93 per cent, 96 per cent and 88 per cent respectively.

One must emphasize that this is still a long way to go. Even statistical analysis of questions have revealed flaws. The oral element still cause concern in both format and time taken. Much more to be done in terms of looking at next year's tests, of revising existing syllabuses and of producing material to an earlier than our present ones (e.g. French Level 3 and German Level 2).
We already have a commitment to Spanish and Italian Level 1 and hope to produce support material to enable the syllabuses to be covered more effectively and tested more variedly. In all we look back on two years very hard work with a feeling that it has been all worthwhile—and then look forward to a much longer period of even harder work. However, it is most heartening to write this after an evaluation meeting where I have found volunteers more than willing to take on the fresh work and to set completion dates earlier than I would have dared to suggest.
It is also encouraging to know that in other parts of the country similar groups are already in existence, and even more may come into being. Possibly a new form of long range some form of national validation becomes available to our booklet *New Objectives in Language Teaching* published by Hodder & Stoughton later this year, "we are confident that we are moving, albeit slowly, towards a new approach, and if the completion of the task is a long way off".

Keith Gordon is curriculum development leader, West Oxfordshire.

James Holroyd is head of languages at Redruth School and author of "Quentes que conter" (1977).

New conceptual approaches

By Keith Hoskin and Salvador Ortiz-Carboneres

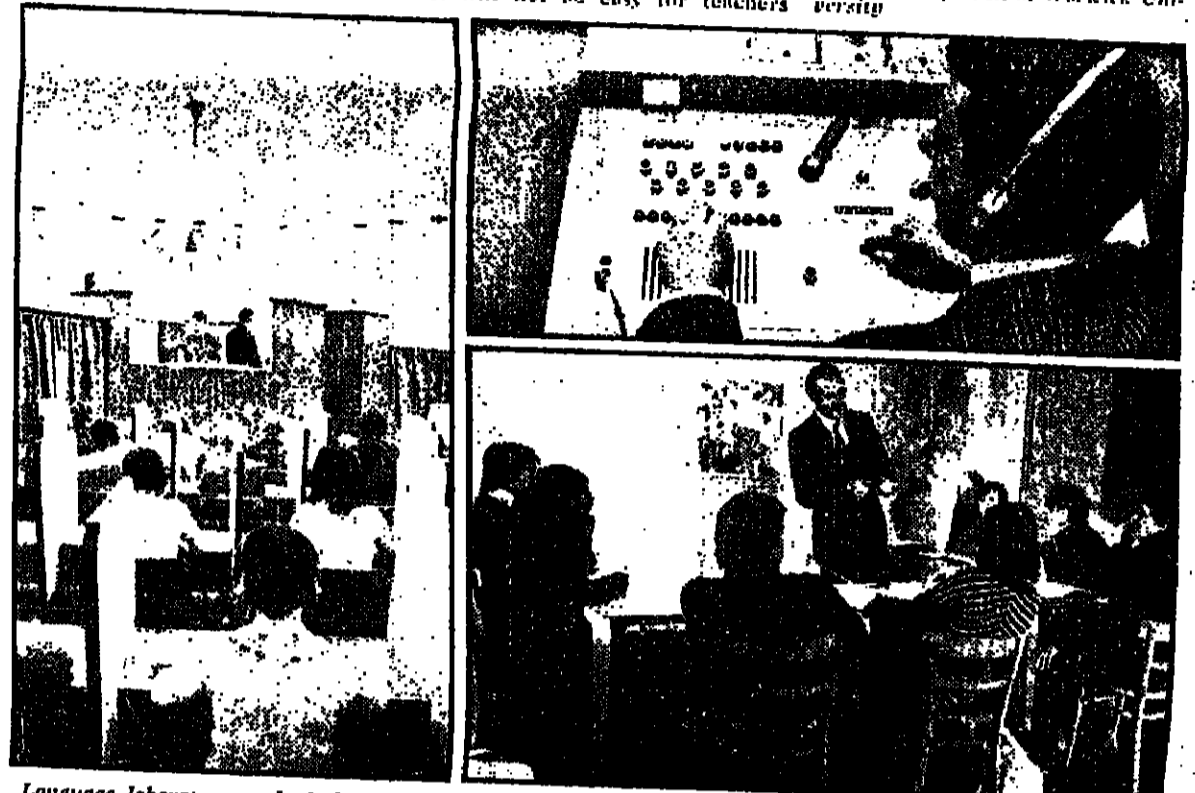
We need a conceptual revolution in modern language teaching, so that the process of learning a language is no longer systematically blocked by irrelevant teaching traditions. We must start by critically examining the nature of the language that is learned.
Merleau-Ponty distinguished between "authentic" and "empirical" language. Traditional language-teaching approaches have been grounded in "empirical" language, that is those "exact forms" which consist of "observations about thoughts that have already matured in the person speaking".
This is not "authentic" language, the language you and I speak. The latter is creative in the sense that it constantly unfolds itself; we do not invent it, we are born into a world where it exists and we find ourselves in it as we do in history—whether we want to or not.
But empirical language is not that language, it is a secondary derivation, it is to quote Merleau-Ponty again: "The worn coin placed silently in my hand."
Most of us probably accept the validity of such an analysis of the different kinds of language without question. Yet, in practice, when teachers "do" modern language teaching, they use techniques predicated on the assumption that empirical language is the primary "real" language. They teach grammar, the analytic precipitate of empirical language; they teach vocabulary lists, collections of bits and bits of empirical language, and so on.

These are not necessarily "bad" things to know, the point rather is that they are the kinds of things that only become useful to a learner if he has learnt, they do not help in the process of learning creative, authentic language.
The method which we see as the beginning of a solution is the new Teaching Method. The method evolved by trial and error, finding out what worked and what did not in actual classroom practice, but the criteria underlying the choice of techniques, we now realize, is that all those adopted are ones which allow the learner to deal with language in its authentic creative form not its empirical form.
At present techniques used (in teaching Spanish) include the following: start with proverbs, always in sentence lists (thousand words), translate or (since translation to Spanish life, break the rules of the empirical language; give dictations (e.g. by introducing records, songs and the first day); as being both part of the Spanish experience and of Spanish ways of thinking, and when students talk in Spanish they are constrained to use phrases already encountered in classes to shape what they want to say.
They are discouraged from attempting to put the English ways of thinking they know into Spanish ones they do not know and from trying to introduce extraneous vocabulary that they have not already encountered in the Spanish context.
Individually, none of these techniques is completely new perhaps, they have all been tried in the past in order to inject relevance as a total method, however, they create something quite new. This is a qualitatively different attempt to allow learners to approximate to a kind of "live reality", children experience in acquiring their own language. Therefore activities such as translating pieces of English prose into Spanish, which are part of the academic definition of a "learned" "accomplished linguist", have no place.
In such activities the learner stops seeing and is lured instead to play an academic game which happens to involve Spanish words and phrases. The person who is allowed

to approach the language in its authentic form will develop an ability to write, read and translate without such games.
Learning to speak the authentic language is part of a process which leads on to reading and writing the language authentically. The learner gains confidence in his own language encountering them in their meaningful context; it allows any academically sanctioned practices which implicitly treat empirical language as the "real" language to undo the whole basis of this approach.
Here are the observations of one student who undertook to learn by the method as part of his fieldwork for his BEd. He noted that in the first session much ground was covered, but not in depth since the intention was to interest the students in the language and give them a feel for it... The students were asked to participate at frequent intervals, repeating, translating aloud, answering questions in turn, singing, reciting questions in turn in games... Students were encouraged to experiment and guess when trying to speak, just as children do when learning their own language... They were discouraged from using dictionaries or asking others for words which they did not know or even using words which they had learnt elsewhere.
In subsequent sessions there was often a theme, he notes (e.g. the verb "to be", or the divisions of the day) and new ground would be covered ("students were asked to think up questions to ask the teacher and it was surprising how ingenious these became even during the first week", but at the same time bits around already covered was being gone over in more depth.
At the end of the first week students had to write an essay of at least five pages "using only what they had learnt in class". They were encouraged to use the phrases encountered in creative even if "wrong" ways—this is a way of acting more authentically Spanish than using correctly-formed words expressing English thoughts in an English idiom.
The newly adopted method we expect the new approach to be. There is no straightforward answer. On the one hand the approach subverts orthodox educational reality, the conventional exercises and tests (and incidentally a tradition of language teaching which goes back at least to the third century AD, when we find Romans who wanted to learn Greek learning from phrase-books, grammar and vocabulary lists which are themselves based on the assumption that empirical language is real language.
Such long-standing practices will not disappear overnight. On the other hand the new approach emerges in a changing academic context with which it is more in tune than the traditional approaches. It builds into the pedagogic framework certain ideas which have achieved academic recognition, for example, in the research done on the language acquisition of children.
It makes sense in an academic world which is familiar with the idea that the process of language acquisition is relatively independent of the empirical content (empirical content alone does not explain language acquisition, the content, the context, and the process are interdependent). On our reading of the academic climate, the new conceptual approach is bound to spread. Yet much remains to be done.
It is not enough simply to apply insights derived from the way two-year-olds acquire language, or even to give a different example, from the way foreigners acquire the language of a country they take up residence in, directly to the classroom. Since the context is different, and the learners have to learn the language of a foreign country while living in their own, the methods employed must take account of that difference.
One most pressing need is for research conducted from within the new conceptual framework. There is research being undertaken in Russia on how children's language acquisition can shed light on the

problem of foreign language learning. We need to see similar research here. We also need research into how these who go abroad learn while abroad.
The kind of structural formulations in these two types of learning, linguistic competence are possible quite similar to the other hand, they may be significantly different in certain crucial respects. Either way this is information we need in order to develop the new approach further.
There is always the danger of such a qualitatively new approach being reduced to just a new form of the old, new in appearance but not in substance. A careful safeguard action can be fought in many ways on behalf of traditionalism, but least It will not be easy for teachers

to transcend all vestiges of that tradition. It requires a quantum leap in conceptualization to teach language in its authentic form. Equally, it requires a quantum leap from students to perceive that this is a genuinely different way of learning a language, since they too live an internalized norm of what language learning is.
We have to bear this in mind as much as anything else, for the more way to manipulate them, not a means by which they are genuinely being allowed to learn.
Keith Hoskin is lecturer in education and Salvador Ortiz-Carboneres is tutor in Spanish at Warwick University.



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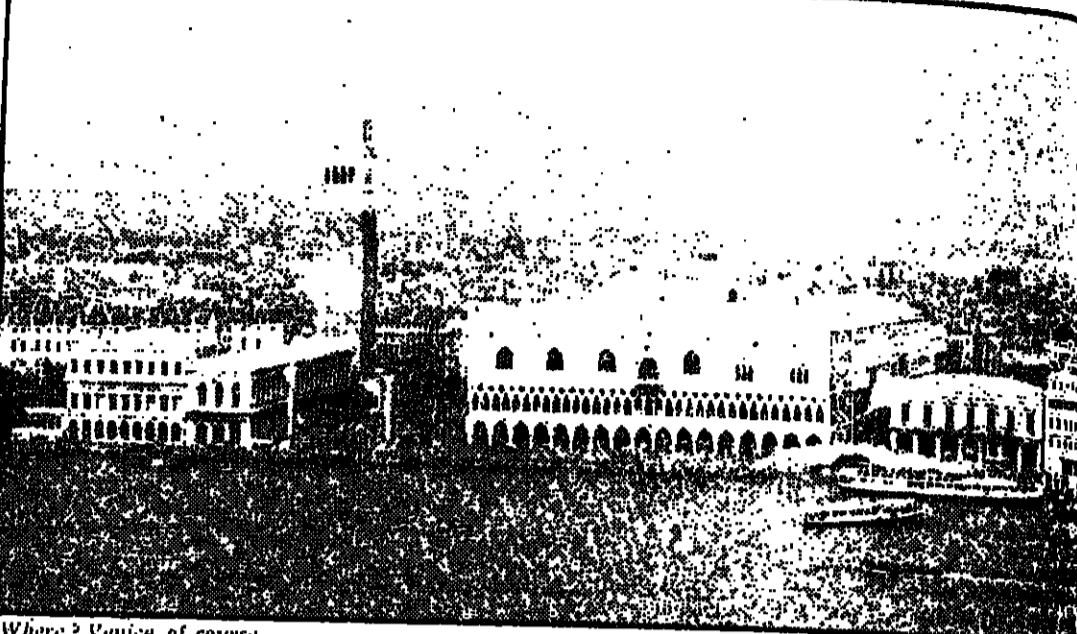
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Italian—a remarkable expansion

Il come, il quando ed il perché... or how it's done. Donald Baldwin on the work of the Association of Teachers of Italian



Where? Venice, of course. Photograph by Ray RA.

Italian, we are told, is a minority language. It shares that label with Russian, Spanish and even German. This is almost certain to be the case in the curriculum where French is a time-honoured megillah but it is not an adequate reflection of Europe in the 1970s.

Heads and principals have often been reluctant to offer Italian. They argue that Italian is not useful; it is not an international language of diplomacy; it covers a small linguistic area and, moreover, it is difficult to replace a teacher of Italian. Such reasoning ignores the reality of modern-day Italy, as much one of our neighbours in Europe as France is and with a population roughly the same as our own. What then of the Italian language and its teachers in this country?

The position of Italian has been argued by a Society for Italian Studies in *Higher Education* (1972), Ministry of Education pamphlet No 29 and by *A Case for Italian* (1973), published by the Association of Teachers of Italian (ATI) with help from the Italian Institute and the DES.

Italian is a particularly rewarding language for the beginner because of its phonetic nature. It is a musical language—easy to pronounce and to write although, at a more advanced stage, there are enough linguistic intricacies to tax the most skilful mind. Precisely for that initial ease and the sense of achievement that encourages the learner, Italian has been successfully introduced into schools as the first foreign language.

The study of Italy's rich cultural heritage is the consideration of curriculum-planners in schools where Latin is no longer offered and where European Studies courses are envisaged or actually taught. An understanding of aspects of Italian civilisation—art and architecture, literature and music, history and philosophy—must and present, is almost fundamental to our understanding of other European cultures.

Contemporary Italy is undergoing significant social, economic and political changes. It is developing closely with the rest of the European Community, including Britain.

The number of jobs that advertise for a knowledge of Italian is increasing beyond the traditional fields of teaching, to embrace music and interpreting, arts, archaeology, museum work and librarianship, journalism and broadcasting, the Civil Service, Market organisations, industry and commerce, banking and insurance, hotels and catering and the tourist industry in general.

At the other end of the scale, a pilot project for the teaching of Italian at the mother tongue has been set up by the BEC and the I.A.S. in Bedford, which plans to extend it to the primary school. Italian is taught in about 340

secondary schools. About a dozen polytechnics offer courses in Italian ranging from diploma to degree level while some 33 British universities provide specialised and combined courses. More than ten colleges and university institutes of education make teacher training places available to graduates with Italian. The spectrum from the learner to the trained teacher of Italian reflects remarkable expansion.

A similar growth lies behind the Association of Teachers of Italian (ATI). There were about 50 members by December 1964, a mere handful had attended the first meeting at the Italian Institute in London on June 4. Now, only 11 years later, membership totals some 550 and that number is still rising. Most members are practising teachers in secondary education, although individuals may join for interest's sake.

The Association is represented on the Joint Council of Language Associations and maintains close ties with the Society for Italian Studies (SIS) and with the Italian Institutes in London and Dublin. Within the European perspective, it is a member of the Associazione Internazionale di Professori di Italiano (AIPI). Since 1973, the ATI has been divided into eight branches covering the whole of England and Wales while the ATI(S) and Ireland (ATI(I)) form branches of the association in their own right.

In theory the aim of the ATI is simple enough: to further the teaching of Italian. In practice, this means providing help and moral support for the teacher of Italian, which, the hard work over, often ends in the local *pizzetta* or *trattoria*. On such days, Bradford and Bristol, Leeds and Manchester are transformed. Whoever said that *la dolce vita* was confined to Italy?

Two events are planned for November 5 and 12 at the Universities of Bath and Birmingham. Day conferences are organized on a variety of themes that range from testing and examinations to the Italian component in European studies courses. Towards "la coscienza di una cultura straniera"? The aim is to teach the appreciation of something, "The first annual ATI residential weekend conference was held at the University of Sussex in 1968, the most recent at the University of Bath in September. The Italian courses for teachers of Italian in Ireland while the Cambridgeshire Institute has launched an in-service Technology for teachers of modern languages with no previous knowledge of Italian in September.

The Italian Institute has organized the London area and in January a week-long course on the teaching of Italian as a second language led by

continued from page 40

Spain, Portugal, makes an annual award of study grants to three students of Italian (including marine subjects) through the ATI.

The ATI with the Università per stranieri organizes a two and a half week course for sixth-formers in Perugia. The course has become so popular that bookings begin in September for the following Easter. By means of a direct radio link to Italy, teachers and students of Italian in London who had attended courses at Perugia were able to exchange views with the lecturers there. The programme was broadcast later to the Italian nation.

Paralleled by the increase in the teaching of Italian, the demand for the native-teacher has risen. The Central Bureau for Educational Visits and Exchanges has placed about 30 assistants in schools and colleges and with the consent of ATI members, is fostering the development of links and exchanges between schools in Britain and Italy.

It has been said that the Association of Teachers of Italian has as its principal aim the furthering of the teaching of Italian. The history of the association is closely allied with the recent expansion of Italian teaching in Great Britain. The first member of ATI should write to Dr J. P. Rivers, 138 Shelton Road, Trumpington, Cambridge CB2 2NF.

T. D. Dolbin is a past editor of the ATI Journal and an ATI Central Committee member. He is head of Italian at Mary Burchell Girls' School, London SE5.

Residence abroad and the student of modern languages

Frank M. Willis introduces the Bradford University report

Degree courses in modern languages at Bradford differ from almost all others in the arrangements we make for our students to spend a period abroad. It is true that other institutions make it a compulsory requirement and that a number of these also regard it as something more than an intercalated year which is neither prepared for nor built upon. The distinguishing feature of the Bradford scheme is the high proportion of students, at present 70 to 80 per cent, who spend their time abroad in commercial and industrial firms and international organizations, where, as well-paid trainees, they are required to use their linguistic skills under expert supervision. This system was developed as a practical response to some of the criticisms frequently made of more conventional schemes, such as the one we started with in Bradford and which involved sending our students to follow courses at selected foreign universities.

This we still do in the case of students for whom this type of foreign experience would seem to be more suitable and also for all our students of Russian, most of whom spend a full semester in Leningrad, since as yet we have not been able to obtain work-placements in the Soviet Union.

Believing that language is indissolubly bound up with the society that uses it and cannot be fully understood without a sound knowledge of its socio-cultural background, we tried to react positively to the criticisms that attendance at a university abroad provided few contacts with the native-speaking community and tended to bring students into contact with too many speakers of English.

Our new approach seemed to remedy these deficiencies by requiring our students to work with colleagues representing a far wider range and drawn from more than 20 countries, including English speakers. It was hoped that the ready-made network of contacts in the office would lend to fruitful social contacts outside it.

Our own observations, the reports of returning students and the obtained views of graduates who spent periods with the organization as trainees, all they had worked to continue to develop this particular scheme beyond the experimental stage.

While it was understandable that we should seek immediately to compare the apparent results of our two systems—study-placements and work-placements—it was some time before we realized that we were doing it in the accepted but unscientific way that the effects of foreign travel have always been assessed—by subjective and judgmental personal experience or observation without a scrap of empirical evidence. Such was the method of Bacon, Gibbon, Macaulay, Locke, Adam Smith and others; such is the practice of many modern language teachers today.

It was the desire to attempt a more serious appraisal of what constituted a major component of our small research team to investigate the effects of our two forms of placement in terms of certain linguistic skills, socio-cultural knowledge and personal development. Our first discovery was that we had set ourselves a task bristling with problems.

Take, for example, the sample with which we should work. Could it contain a control group of students going abroad? In order to get a truly random sample for each type of placement, should we abandon the selection for specific work-placements requested by employers?

Then, again, the longitudinal nature of the proposed survey would require several years to build. There was also the question of what precisely we were going to assess: a wide range of language skills, activities and attributes or just a few? And for which languages and which countries?

In the end, we limited ourselves to listening comprehension, speaking, knowledge of socio-cultural background of the language, and personal development of the student. All these were to be examined for placements in French and German-speaking countries.

In dealing with these and other problems we had hoped to have some guidance from the experience of other researchers, but we found to our astonishment that very little work of any relevance had been done in this field. What a disturbing imbalance is revealed when a comparison is made with the effort and resources devoted to the promotion of travel, study and training abroad? Are results not really important?

Although disappointed, we were not surprised, then, at the next stage, to find that, in the absence of suitable measuring instruments for the assessment of linguistic skills and socio-cultural knowledge, we had to devise our own and validate them on students outside our sample. For the assessment of per-

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Re-assessing the A level syllabus

By Allen Martin

Suddenly, it seems, the study of languages in schools is under close scrutiny. HMI's report that standards are falling and attribute the cause to mixed-ability teaching. Universities claim that many students are in need of a remedial grammar course when they arrive. They see this as the result of poor teaching and inadequate methods. Industry complains that it cannot find the right sort of person with linguistic competence and blames the syllabus and the teachers.

From all sides, the attacks come thick and fast, bringing with them as many potential solutions to the problems as there are criticisms. Some suggest abandoning foreign language study altogether, some would make it compulsory for all, some for select groups; some would limit it to two years' intensive study post O level, some would reduce it to a study of the country to be conducted in English.

This article does not intend to explore any of the above mentioned possibilities in detail. They have been cited to demonstrate the level to which the confidence of language teachers has sunk. That any of these suggestions can really be taken seriously is indicative of a loss of direction and purpose which, if it is to be accepted, must surely result in the demise of language teaching in general.

Something is needed to revitalize language study in the schools, FE colleges and even some universities. This article wishes to suggest that a good starting point is a reassessed present A level syllabus, to see exactly what purpose it serves. In the light of this, it might then be possible to suggest some amendments.

Put cynically the position regarding A level French is that it is just another area where a student may put his own peculiar talents to best use in the pursuit of a university place. The syllabus is a scale-model of a traditional degree programme—theme, version, dissertation, literature.

Although the newer universities have made many innovations, recognizing that knowledge, science, welfare provision and history can be at least as instructive about the people of the country under study as a reading of their literature which often owes as much, if not more, to foreign influences than it does to any indigenous quality, many longer established institutions still cling resolutely to the literary approach.

The reasons for this must be both historical and social. The study of a foreign language has always been seen as a sign of a cultured person. It is the sort of attribute that certain young persons, at some point in their education, would have to have acquired if they had wished to appear properly educated. Language as a means of access to a wider culture for social purposes.

As attitudes still prevail. It is, after all, the rationale of many adult evening class learners. It is also to be found in some of our

most revered institutions where students continue to read literary texts in translation and write about them in English.

Such a distant approach to foreign language study may have had its uses. Today's students cannot allow themselves such a luxury. Their approach to language is functional. So literature continues to dominate language study but it would be wrong to assume that the only reason it does so is to provide the learner with a social passport. It is far more than that. It is a vehicle for expressing thoughts and emotions. It therefore brings enrichment. Understanding it, mastering it, involves learning the art of analysis and the exact expression of one's own thoughts. Amidst, then, from being a civilizing agent it can also be a most useful teaching tool.

But is the present method of teaching literature at A level—reading five set texts over two years—the only way of developing the student's powers of analysis, judgment, insight and understanding? Certain people think it is. Others, including a reputable race of scholars not unknown for their powers of clear, logical thinking and delicate, precise expression, think there are other methods—just as effective.

One of these is the exercise known variously as "explication de texte", "texte commenté" or "textual analysis". Students of French will probably be familiar with the work involved which is normally expressed under two headings "Comment et Fond" which could perhaps be expressed as "Manner and Matter". The object is to analyse an author's use of language, on the one hand, and, on the other, the ideas he is expressing. The magical "third part" attempts to show how the two work upon each other to produce the effect which is called "literature".

In general, the "explication de texte" is not a particularly popular exercise with undergraduate students. Too often it becomes a virtuoso performance on the part of the lecturer, who in the manner of a magician produces unimagined ideas out of apparently thin air before the startled gaze of his audience.

This need not be the case. Properly meaning progressively, the "explication de texte" approach to a precise approach to literature because it is itself constructed on a method of analysis and synthesis. Once learnt it is something that can help the student in his study of literature, or in any other area where information is conveyed through the written word.

As it is a method, it surely must make better sense to introduce it earlier rather than late, as is at present the case. Why wait till university? Would not A level be a better time? Besides producing a methodological approach, the "explication de texte" has other advantages. It is "manageable" in terms of class-

room. It can be "tailored" to suit the needs of the class and of the timetable. It presents problems in packages which, while offering difficulty, will not be as "daunting" as a seventeenth-century tragedy or a nineteenth-century psychological novel.

The ultimate in efficient use of "application de texte" is to be found in Michel Riffaterre's *Forme et Fond* (Columbia University Press) where each passage has been chosen to serve as an illustration of a grammar point which is developed later in the chapter. Thought of in this way, "explication de texte" is not just an adjunct to language teaching but becomes central to the whole method.

However, while teachers and academics wrangle over the desirability of certain courses of study, the real reason for re-assessing the place of literature in the A level syllabus, is that the students themselves do not want to study it. As has been mentioned above, students see language as a communicative function, audio-visual methods,



The traditional smock, checked scarf, Norman jutting cap of this horse dealer are rarely seen these days. From "France Observed" (Kaye and Ward)

greater opportunity for travel, membership of the Common Market, mean that the emphasis has come to be placed on the ability to use the language in a social context. It is, perhaps, not out of place to ask the question here: How far do the texts studied at A level provide vocabulary and structure of a social nature?

It is often assumed rather condescendingly that "an everyday vocabulary" means asking the way, ordering a coffee, hiring a car or using a telephone and nothing else. These are items of daily life and as such need to be known. They are precisely the things students often record in their notebooks and are not known. But educated foreigners do not spend their day talking about these things but do educate English people.

The viability of the presidential, federalist, bicameral forms of government, the role of the multi-media and public opinion are what people talk about because they are interested in them. It must surely make good teaching sense to structure an approach to language on interest and not rather than on the necessity of winning a university place.

Apart from the question of style and register, the apologists of literature claim that there exist no really suitable alternative texts. This is a powerful argument, as anyone who has tried to teach from a "topical" perspective will readily admit. Nothing falls so readily as yesterday's news. It is true that in the past the A level sector of language study has not attracted the kind of attention lavished by Longmans, for example, on the more junior classes.

Only one example comes readily to mind when trying to think of an innovative textbook that is neither *Trickler and Nuts Actualized Francies* which enjoys considerable success. Advanced level textbooks seem to have appeared more readily in the polytechnic and higher education sectors. Many of these are excellent and some could possibly be used as source material for A level course of the type envisaged. But, of course, they are simply too difficult for the most part and would have to be eliminated for that reason.

However, the home market is not the only place where school books in the foreign language about the country are produced. The arrival on the publishing scene of European School Books has been of enormous value to the foreign language teacher, as it has provided more than just language and literature. By introducing textbooks used in foreign schools and universities to this country they have put at the disposal of language staff, a vast amount of material which can easily be adapted to the needs of English A level studies. And, of course, were there to be a new A level language syllabus, it would be most unusual for an appropriate text not to appear in a very short space of time.

Finally, the oral exam should be modified to acknowledge the oral skills of the candidate. This could be done by incorporating an oral comprehension passage; (2) by allowing the student to talk for 15 minutes on one of his five topics. The examiner will, of course, have been previously informed of his choice.

Many boards are moving in this direction. They are considering the introduction of a civilization component. One has at least, SUJB has already done so. So far, however, the proposal will probably do nothing to allay the fears of the teachers. Their concern for the "realism" of the texts from a close study of which literary and human merit are to be brushed lightly aside.

The ability to criticize is fundamental to life and should be an objective of the teaching process. Their fears that a civilization component will do nothing to allay the fears of the teachers. Their concern for the "realism" of the texts from a close study of which literary and human merit are to be brushed lightly aside.

The converse is equally fallacious. If it were the case, then only the infant mind would be up to date, and since there are many occupations whose attitudes are recognized as "modern", it is obviously not so. Which means that the lessons of history as recorded in the past ages, whose teachings would be vital for an effective understanding of the present-day state of a country, can be called upon to add authority and depth and secular wisdom to contemporary study. If nothing else, they may serve to give academic credibility by lending their prestigious name!

Bearing in mind an earlier distinction between "manner and matter", it is now appropriate to answer the question: how the new subject material may best be taught.

Literature is taught with a four-hour answer-40-minute question examination. There must be some reason for this collective wisdom of boards must have some foundation.

However, here again it is time for a change. The suggestion is offered as a discussion point.

The study of literature is replaced by a study of civilization. The literature paper is given three hours. There should, therefore, be a reasonably wide choice of material for the student to select from.

The student taking the civilization course would be assessed on five projects one each term, for the examination term, of words each. The projects would be selected from a list supplied by the school/college. Linguist Certificate). They will be written in French and marked by the class teacher whose standard will be monitored by an assessor as happens for the ONC/HNC courses.

At examination time there will be no paper corresponding to the particular aspect of the course. An essay paper should be set from one and a half hours to two hours and more attention paid to the actual presentational aspects.

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Interrelated themes

DAVID SELF on an anthology of English materials

Interplay Two
By John Watts
Book £1.65, record £8.25, filmstrip £10.50.
Longman, Harlow, Essex

If, in your classroom, a record player, a filmstrip projector and a screen are always available, *Interplay Two* is a splendid anthology of material for teaching English in the middle or lower forms of the secondary school.

If you would have trouble in organizing such hardware for five or six minutes' use in each lesson, you might be tempted to forget the admirable filmstrips and records and use only the book that is the core of this scheme.

This would be frustrating because the book makes regular references to the resource material, but it is nevertheless an interesting and well-presented thematic anthology. There may be ways of using either the records or filmstrips separately, the records of English, drama and humanities lessons could be built out of them, but, says John Watts, "As the title suggests, they have been devised so that their contents interrelate".

The material is arranged in 18 thematic units. To take one at random: in Unit 8, "Bird and man" the book offers poems by Ted Hughes, Thomas Hardy and Brian Paterson; excerpts from *Keats and the story of Icarus*. The related track on the record contains a reading of the Hardy poem, poachers and gamekeepers talking about their occupations.

The section of filmstrip for this unit has pictures of man's early attempts at flight, and of hang gliding, hawking and so on. Both the book and the teacher's notes give plenty of suggestions for talk, research, drama and writing.

The sound element of the anthology is presented on two LPs: for each unit, the first is on three frames a unit. This is of course where *Interplay* becomes an effort to use. Given that (as the publishers tell us) there is "sufficient material for a year's work in English", it is all rather congested.

Just two minutes of one LP will provide a starter for a drama lesson. Just one frame of a filmstrip will provide a stimulus for written work. If you are prepared to use *Interplay* occasionally and sparingly, it is a wonderful anthology of source material.

The recordings are varied—some of the interviews are staged in an extreme but there is much very

useful material extracted from BBC sound archives as well as plenty of sound effects and music. The filmstrips are beautiful visual antologues.

The temptations and drawbacks of *Interplay Two* are that, having invested in it, teachers will feel it must all be used.

Less than one hand of one LP, just two or three frames from the middle of one filmstrip, one excerpt from the book, will be ample for one lesson.

The overwhelming advantage of the material is that John Watts is a deft anthropologist and a writer of discreet but effective follow-up suggestions, and that his publishers have done their selections admirably. The enthusiastic English teacher would do well to consider investing in them.

The collation of Browning's poem and passages from Trece's marvelous retelling of the historic journey undertaken in 1212 by thousands of children from France and Germany to recapture Jerusalem from the Turks is an imaginative teaching stimulus, and will surely encourage a full reading of the novel. The extracts selected draw out the contrasts between the two pipers, but the archive suggests a more than an informative adjunct for the teacher and carry little impact for pupils. Similarly the mock reports, designed for comparative language study, are too brief.

Suggestions for producing a special issue of a local newspaper reporting on the plague and ideas for dramatized incidents based on the extracts, well not particularly original, work well in a class of 12-year-olds. The emphasis throughout the file is on group activity with "reporting-back" sessions, the success of this and whether pupils gain an understanding of formal and informal speech patterns though their drama is largely dependent on a particular long-term, teaching approach, and on ability within the class.

The introduction, defensively observes that we may choose to reflect the pack's proffered guidelines but at least in doing so we shall have reviewed our own options for English. At £7.50 for what amounts to a thinly annotated edition of an anthology favoured by most teachers will opt for their own resources and a well-thumbed poetry book.

The core in *The Pied Piper File* is Browning's *The Pied Piper of Hamelin*. The pack contains 30 copies each of the poem, of extracts from the town archives and of extracts from Henry Trece's *The Children's Crusade*, and six copies of mock reports from the Hamelin sanitary inspector and from the

Schools do not necessarily have to visit the tower before entering, says Miss Carol Adams, Education Officer. "In fact, the film can be given anywhere. We shall be glad to give schools any help we can with factual information."

Schools wishing to enter the competition should apply to the Education Officer at the tower (Waterloo Block, London EC3). The closing date for entries is June 1, 1978.

There are diagrams of warp and

43 Resources



Odd couple

DAVID BIRT on the poetry of Lee and Logue

Laurie Lee and Christopher Logue reading their own poetry.

Audio-Visual Productions, 15 Temple Sheen Road, London SW14 7PY. £3.03 plus VAT.

This cassette contains 10 poems. Laurie Lee's are "Home from Abroad"; "April Rise"; "Lawn Owl"; "Boy in Ice"; and "Man on the Other Side". From Christopher Logue they are: "A Great Man in the Morning"; "Sonnet"; "One for Miss Bligh"; and "The Song of the Imperial Carillon".

The total playing time is 11 minutes. There are no teaching notes or ancillary material, so the key question is whether the cassette provides anything that is not or duplicated versions of the poems would not. The answer is definitely written specially for this recording.

There are other and stranger poems' voices. The pupils do not have to struggle to resurrect the sound and tone from the printed page; the authors talk direct. This vastly increases the impact, immediacy and authenticity of the poems. Real people not only come posed them, but manifestly meant what they said.

Laurie Lee's voice rapidly establishes a relationship with the listener. It is a marvelous vehicle—vibrant, but without any theatrical vibrato that vitiated Yeats's recordings. It is an urgent, intense voice; the poet proclaims in "the hedges choked with roses fat as cream". The ever-present Cotswold burr precludes the prickle of embarrassment so often produced by the fessional actors, or the mumbledings of the Liverpool school.

There are continual surprises: the husky quiver of "April Rise"; the comparing the gleaming eyes of an owl with the vanished candlelight of the ruined house it now haunts; and phrases such as when the owl swoops to "pluck a quick mouse" combining onomatopoeia, alliteration and the double meaning of "quick". There are given a forceful freshness and rhythmic intensity by the voice of the poet as he celebrates the English countryside and his own youth.

Christopher Logue provides a startling contrast. The voice is thinner, with a touch of cynicism and brittleness; urban but never quite urbane. It is a clever, subtle voice, recounting the surface life of the city, but without the noise of T. S. Eliot's heavier metropolitan imagery.

Like Cassius, Logue mocks and is self-mocking. "An Irishman to his rat" parodies the Dark Age poem "Pangur Ban", substituting the material for the spiritual, the gregarious for the eremitic. And just as the listener begins to laugh at Logue for unconsciously falling into neo-Shakespearean imagery in "Sonnet", he laughs at the listener for imagining that this could happen.

The cassette conveys with forceful economy some central characteristics of each poet's approach. It will be most valuable for English teachers at sixth-form level, and the contrasting voices and attitudes could make it an interesting stimulus for general studies discussions.

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Our roots and our branches

The Tree Kit is an attempt to get children interested in tree preservation and planting of trees in their neighbourhoods.

Produced by the national children's environmental project, and Hilliers, a nursery company, it contains a collection of booklets and leaflets on tree folklore, various trees and how to plant them, and advice on what sites to look for in town or country and how to get permission to plant, and a simulation game which aims to teach to planting and cons of imaginative tree planning.

There is also a cassette of tree songs, poems and stories, and—possibly the biggest encouragement of all—a choice of young native trees and shrubs to plant. The kit with £9.50 and with six trees and four shrubs £13.50.

Further information from Geoffrey Young, Director of the Watch Trust for Environmental Education, 22 The Green, Nettleton, Lincoln LN2 3NR.

Didsbury doings

Among the autumn exhibitions at the Didsbury Art and Design Faculty of Manchester Polytechnic is a show of creative work from the gallery. Exhibitions are also working in weeks and this one opened on October 31. Other shows include work by the art and design staff at the Didsbury faculty.

The gallery is open Monday to Friday, 9.30 am to 4.30 pm. School parties are requested to give notice of visits by telephoning 061-445 7871 extension 017.

Faculty, Art and Design, Manchester Polytechnic, Bury Building, Withinslow Road, Manchester M20 8RR.

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Brief candle

Book review
by Robert Bear

Rapinoid Radiguet by Margaret Crosland—Peter Owen—£4.95

Radiguet thought that "la méthode des comparaisons, chère aux critiques, n'est d'aucune utilité, puisque chaque poète doit être examiné en tant que poète unique: un cas qui ne se reproduit jamais". This could also be applied to novelists and other artists, and is certainly true of Radiguet himself, who died at the age of 20, after what Jean Cocteau called "une vie miraculeuse".

It is early in 1918, at the age of 15, that Radiguet saw himself in print for the first time, in... *Le Canard Enchaîné*. He had already

left his lycée, which he loathed, and for the next five years he wrote and wrote: many poems, a considerable number of articles, short stories, a play, a farce, literary essays and reviews and two novels: "Le Diable au corps, chef-d'oeuvre de promesses, et les promesses tenues: Le Roi du comte d'Orgel".

As if this were not enough, his "magnetic and independent personality, his physical charm and bisexual tendencies conspired to attract around him a vast and varied circle of remarkable friends. Most of these belonged to the literary and artistic world in Paris, and included Max Jacob, Jean and Valen-Picasso, Paul Morand, Picasso, Lagar and Grassat, the publisher. His closest friend (and lover) was, of course, Jean Cocteau, 30 years older, when they first met in 1919.

Margaret Crosland, Cocteau's translator and biographer, makes good use of her detailed knowledge of the two friends' stormy relationship and of the period. Although she has been careful not to write a *vie romanesque* her "biographical study" retains throughout a pleasing light touch.

Radiguet remained basically faith-

ful to Cocteau to the end, but he did not always readily accept the domination of his mentor. He dreaded even to be thought as "Madame Cocteau". He escaped thanks to numerous liaisons with women, whom he appears to have treated rather harshly. He was accused of having "le cœur dur" or "le cœur sec". No, said Cocteau: "Il lui fallait du feu et d'autres diamants. Il négligeait la rose."

All sorts of complications ensued, and Margaret Crosland is a good guide in this. Her book is a clear picture of a complex character of her subject. Whether sending the reader with a better understanding of Radiguet's work is his personal himself wrote in one of his letters: "C'est à la fois pour donner à Dieu le relief d'un roman que tout est faux."

This study is divided into five sections starting to live in 1923. Biographical details are followed by some of the lesser-known pieces written that year. The most impressive of these is *La Règle du jeu*, written at the age of 17, embodying many of his views on adulthood, a sort of precious Art Poétique.

Margaret Crosland's commentary is judicious and sympathetic, never obtrusive. She does not define the title. Different people have different definitions. But readers, if they come to this book for the first time, would be better placed to form their own opinion, than to be presented with the French text translated by Margaret Crosland, are not so easily discernible in the English translation. Has she not understood those who would be? Strangely enough her only complete piece to appear in the original is a satirical poem "Eblouies", which should be understood, would be most unusual knowledge of French.

This enjoyable study, the sort of assessment of Radiguet's life and work to appear in a country, will serve a useful purpose if it induces readers to read the author's major works and to read the original. There will be no such a thing as a free lunch, and the explorer of the human heart who achieved a simplicity, directness and maturity of style and language rarely accorded to much of our writers.

Allan Martin teaches French at the Language Methodology Centre at the University of Exeter.

900th birthday celebrations

A special tour of honour around the Tower of London will be offered to the winners of the Schools Media Competition to mark the 900th anniversary of the tower's next year.

The competition is divided into three sections, for 8 to 11-year-olds, 11 to 14 and 14 to 18. Entrants will have to produce an audio-visual sequence lasting no more than 10 minutes, on one of four themes in the tower's history. These are: the fortress from the Normans to the tower; kings and queens at the tower; prisoners in the tower; and historic buildings.

The sequence can be on super or standard 8mm sound film, silent film and audio tape, videotape or slides.

Two winners will be chosen from each age group by a panel of judges, headed by the Governor of the tower. They will look for both originality and technical competence. In addition to the special visit to the tower, when the children will be shown some places which are not normally open to the public, the prizes will include audio-visual equipment and materials.

Schools do not necessarily have to visit the tower before entering, says Miss Carol Adams, Education Officer. "In fact, the film can be given anywhere. We shall be glad to give schools any help we can with factual information."

Schools wishing to enter the competition should apply to the Education Officer at the tower (Waterloo Block, London EC3). The closing date for entries is June 1, 1978.

Pay the piper, or call the tune?

by Roy Blatchford

Options for English: The Pied Piper File.
By Janet Williams
Book £7.50, 216 90351 3.

One inevitable and ironic outcome of the swing away from textbooks towards "worksheet English" has been the proliferation of published resource packs. Teachers' workbooks have been put into production with little awareness that the growth of worksheet learning was to meet individual schools' requirements, and that such material is not necessarily for a wider market.

The general introduction to *Options for English*, which prefaces the teachers' guide to each pack, defines its justification in each pack, design in predictably precious vein. "Intended for use with 12-year-olds in the middle school range, notoriously an area in which teachers of language arts find difficulties in assembling and structuring materials... the lesson options suggest ways in which pupils might be involved in activities within the imaginative continuum of the core text."

The core in *The Pied Piper File* is Browning's *The Pied Piper of Hamelin*. The pack contains 30 copies each of the poem, of extracts from the town archives and of extracts from Henry Trece's *The Children's Crusade*, and six copies of mock reports from the Hamelin sanitary inspector and from the

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Gypsy culture

A pack giving information about the lives and culture of gypsies is available from Community Service Volunteers. *Greenham Gypsy Site* is a simulated game of a council sub-committee in which players have to make decisions about the location, facilities and services of the site. It costs £1.50, plus 25p postage.

Community Service Volunteers, 237 Pentonville Road, London N1.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Headships, Deputy Headships, and other roles across different subjects and levels.

Table listing secondary education appointments including Speech and Drama, Technical Studies, and other subjects.

Table listing primary education appointments such as Headships, Deputy Headships, and other roles.

Table listing other educational appointments including Community Homes, Associated Institutions, and Assessment Centres.

Table listing further educational appointments such as Preparatory Schools, Deputy Headships, and other roles.

Table listing administrative and other appointments including Administration, Local Education, and Child Care.

Appointments wanted

Table listing various educational appointments that are wanted, including Headships, Deputy Headships, and other roles.

Nursery Education

Advertisements for nursery education positions, including Headships and other roles in various schools.

Other Appointments

Advertisements for other educational appointments, including roles in primary and secondary schools.

Headships

Advertisements for headship positions in various schools, including primary and secondary levels.

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Advertisements for primary headship positions in various schools, including West Sussex and Hampshire.

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LINCOLNSHIRE

Advertisements for Lincolnshire primary headship positions, including roles in Lincolnshire.

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Advertisements for other posts on scale 2 and above, including roles in various schools.

CASTLE HILL INFANTS SCHOOL, DUNLEY DRIVE, NEW ADDINGTON, CROYDON, SURREY.

HEADSHIP

Tenable from the beginning of the Summer Term 1978, starting on the 6th April, 1978. Salary—Head Teacher Group 6; a London Allowance of £297 and additional pay Supplements of £312 (April 1978) and £189 (April 1977) are payable.

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Applications are invited from suitably qualified and experienced teachers for the above post with effect from January 1, 1978, or as soon as possible thereafter.

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St. Nicholas C.E. (C) Primary School, Boxhill Walk, Abingdon, Oxon. Applications are invited for the Headship of this Group 8 School vacant in January, 1978.

Oxfordshire

St Anne's RC Junior and Infant School, Lower Street, B12 0ER (Group 3). Applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of...

DEPUTY HEAD

It is hoped to make the appointment for January 1978. Application forms and further particulars from the Clerk to the Managers at the School, completed forms to be returned by November 16, 1977, to the Clerk to the Managers.

Education Department HEADTEACHERS

St. Albans R.C. J.M.I. School (Roll 176) Heron Flight Avenue, Hornchurch RM12 5LN. Required January, 1978. Practising Catholic for this Group 4, semi-open plan school. Modern building. Purpose built well equipped resource area.

St. Patricks R.C. J.M.I. School (Roll 252)

Lowhose Lane, Collier Row, Romford RM6 2AP. Required Summer Term 1978. Practising Catholic for this Group 5 School situated in modern buildings on one site. Vacancy due to retirement.

Wiltshire

Applications forms and further details (foolscap S.A.E. please) available from the Director of Education, Wiltshire, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, November 21, 1977.

ilea Inner London Education Authority. For teaching posts in Inner London. See pages 56-57. Advertisement for teaching posts in Inner London, including details on application process and contact information.

Classification of Advertisements. The charge for advertising in all classifications is 75p per line (minimum 3 lines). Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £8.65).

Appointment of Headteacher. Grego's Mill First School, Asquith Street, Mansfield, Notts. Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the appointment of the present Headteacher to another post in the Authority.

Havering. Advertisement for Havering, featuring a logo and text.

Advertisement for a school or organization, featuring a logo and text.

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County of Cleveland
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 Blackwell Close, Metherfield, Middlesbrough, Cleveland, TS3 8RQ
 (Tel: Eaton Grange 88945)
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 Financial assistance with household removal expenses is available in approved cases.
 Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned by no later than 18th November, 1977.

COUNTY OF NORTH YORKSHIRE
BEDALE SCHOOL (GROUP 9)
 Applications are invited from suitably qualified men and women for the appointment as
HEAD
 of this co-educational comprehensive school for pupils aged 11 to 16. The post falls vacant on the retirement of the present Head on August 31, 1978. The school, which serves the market town of Bedale and the surrounding rural area, has a roll of about 700 pupils and is accommodated in modern buildings with playing fields on site.
 Further details and application form (returnable by November 14, 1977) are obtainable on receipt of stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

DORSET
WESTHAM COUNTY
SECONDARY SCHOOL
WEYMOUTH (1130-mixed)
 Required from April, 1978
HEAD
TEACHER
 (Group 11)
 Assistance with removal and incidental expenses. For application form (to be returned by November 28) and further details, send stamped addressed envelope to Staffing Office, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

The Warriner School
Banbury Road, Bloxham, Banbury, Oxon
 Applications are invited for this Group 10 comprehensive school at Bloxham, near Banbury, which at present caters for 11-16 age range. The future sixth form provision in the Banbury area is under discussion.
 It is hoped that the post, which becomes vacant at the end of this term, will be filled for the summer term.
 Further particulars and application forms may be obtained from the Chief Education Officer, Macleodfield House, New Road, Oxford OX1 1NA, on receipt of a stamped addressed envelope. Completed application forms should be returned by 18th November.

Oxfordshire

ilea INNER LONDON EDUCATION AUTHORITY
LEWISHAM (SG), MANWOOD ROAD, SE4
Headship
 The headship of this school becomes vacant in January, 1978, on the retirement of the present Headmistress. Roll 1,031 secondary girls. Burnham Group 10, basic salary range £7,455-£8,079, plus Burnham additions as appropriate, plus £402 London Allowance, plus £201/£276 Social Priority Allowance.
 Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for return of completed application forms November 25.

WARWICKSHIRE
Rugby High School for Girls,
Longrood Road, Bilton, Rugby
HEAD
 required for 1st September 1978 for this Group 9 Grammar School. Further details and application form may be obtained from this office. (S.A.E. Please)
 Closing date 28th November.
 M. L. RIDGER,
 County Education Officer
 22 Northgate Street, Warwick

COUNTY OF SOUTH GLAMORGAN
HEAD TEACHER
GROUP 12
 (Present roll: 1,550 pupils)
ST. CYRES COMPREHENSIVE SCHOOL, PENARTH
 Required for Summer Term 1978.
 Applications are invited from suitably qualified and experienced teachers for the Headship of this Mixed Comprehensive School which falls vacant due to the retirement of the Headteacher. Further particulars on request.
 Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 14 days of the appearance of this advertisement.
 F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

KENT County Council
Education Department
 Appointment of
Head Teacher
 Christchurch Secondary School for Girls, Chatham (Group 9, Roll 576)
 Applications are invited for the Headship of this 11-16, 8-Form Entry Secondary Modern School following the retirement of the present Head at Easter 1978.
 Application forms and particulars (S.A.E. please) from the Divisional Education Officer, Port Pitt House, New Road, Rochester, Kent ME1 1DU, to whom applications should be returned by 28th November, 1977.

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
HEAD TEACHER
LENZIE ACADEMY, LENZIE
 Responsibility Payment £4,503
 Applications are invited from suitably qualified registered teachers for the above post which will become vacant in January, 1978.
 Lenzie Academy is a fully comprehensive school with a current roll of 1,081 pupils (421 in the 4th to 8th years).
 Forms of application may be obtained from the divisional education office, Garshake Road, Dunbarton (Tel: Dunbarton 65151), or from the Department of Education, 25 Bohlwald Street, Glasgow, G2 6NR, and when completed should be sent to the Divisional Education Officer, Dunbarton, by 18 November, 1977.
 EDWARD MILLER, Director of Education

Leicestershire
NEWBRIDGE HIGH SCHOOL
 Coalville
 (A Leicestershire Plan 11-14 High School)
HEADSHIP
GROUP 7
 HEAD required from April for this co-educational school (687 pupils). The post offers fine opportunities for someone with enthusiasm, ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual child. Vacancy due to retirement of the present headmaster. Vacancy due details on request (S.A.E.).
 Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 22nd November.

Cumbria Education Committee
Headship
SILLOTH SECONDARY SCHOOL
 (Co-educational; 327 pupils; Group 6)
 Applications are invited from suitably qualified and experienced teachers for the HEADSHIP, now vacant, of this 11-16 school serving Silloth and the neighbouring area. The post is to be filled as soon as possible.
 The school offers a wide range of courses to C.B.E. and G.C.E. Ordinary Levels.
 Further particulars and application forms from R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, to whom completed forms should be returned not later than 19 November, 1977.

Education Department
Britons School (roll 1,307 Co. Ed.)
Ford Lane, Rainham RM13 7BB
 Required Summer Term 1978
HEADTEACHER
 for this 8 F.E. group II Comprehensive School Situated in modern buildings on one site. S.P.A. allowance £201/£276 p.a. payable.
 There is a scheme for removal expenses.
 Application forms and further details (foolscap, please) available from the Director of Educational Services, Mercury House, Mercury Garden, Romford RM1 3DR, to be returned by Monday, 21st November, 1977.

SECONDARY Posts continued
WARWICKSHIRE
WATSON SCHOOL
 Watnall, CV22 9JL
 Applications should be invited from suitably qualified registered teachers for the above post which will become vacant in January, 1978.
 Lenzie Academy is a fully comprehensive school with a current roll of 1,081 pupils (421 in the 4th to 8th years).
 Forms of application may be obtained from the divisional education office, Garshake Road, Dunbarton (Tel: Dunbarton 65151), or from the Department of Education, 25 Bohlwald Street, Glasgow, G2 6NR, and when completed should be sent to the Divisional Education Officer, Dunbarton, by 18 November, 1977.
 EDWARD MILLER, Director of Education

SHROPSHIRE
EDUCATION COMMITTEE
WALTON GRAMMAR SCHOOL
 10th Road, Whichurch BY13 3JH
 Experienced Headmaster/Teacher with strong educational skills in specialist, Comprehensive, or Secondary.
 Further details from Headmaster JB.L.L.

Scale 1 Posts
CAMBRIDGESHIRE
METHEUN SCHOOL
 11-16
 Group 12
 Roll 1,340
 Required for January, 1978. TEACHER to take charge of the school from the end of the summer term. The school is a fully comprehensive school with a current roll of 1,340 pupils. The school offers a wide range of courses to C.B.E. and G.C.E. Ordinary Levels.
 Further particulars and application forms from R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, to whom completed forms should be returned not later than 19 November, 1977.

Scale 1 Posts
ENFIELD
 London Borough of Enfield
 11-16
 Group 12
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Scale 2 and above
BERKSHIRE
WESTWICKS GIRLS' SCHOOL
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SECONDARY Modern Languages continued

CRYSTON Headmaster's Office

ESSEX BEAUCHAMPS SCHOOL

ESSEX HARBOROUGH

HARROW EDUCATION COMMITTEE

HAVERING Education Committee

HERTFORDSHIRE COUNTY COUNCIL

Inner London Education Authority

Secondary Vacancies The Authority would be pleased to receive applications from experienced teachers...

Design and Technology Home Economics

Appointments will be made to a scale 1 post in the Authority's general teaching service...

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB...

APPLIES 1.50

HERTFORDSHIRE Education Committee

HILLINGDON Education Committee

HILLINGDON Education Committee

HILTON Education Committee

HILTON Education Committee

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Assistant Estates Officer (Services/Planning)

Invites applications for an £8,971 to £12,094

A degree or professional qualification in a relevant discipline together with extensive practical experience.

To be responsible to the Estates & Development Officer for liaison with development architects and consultants for all services requirements arising in connection with new buildings and future developments for the Polytechnic. Provide performance specifications, make recommendations on service matters concerning alterations to existing buildings. Work with the Assistant Estates Officer (Services) on all existing services and plant maintenance as necessary.

Salary in scale HK\$74,460 by six increments to HK\$100,360 per annum.

Appointment on two-year gratuity-bearing contract initially. Thereafter suitable opportunities may be offered further contracts or superannuable terms at the discretion of the Polytechnic.

Free passages, long leave, subsidized accommodation, medical and dental treatment, education allowance and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Application form and further details from the Recruitment Unit, TETOC (Technical Education and Training Organization for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS, reference HKP/TEB.

Closing date for receipt of applications: November 21, 1977.



OVERSEAS TEACHING POSTS

LECTOR IN ENGLISH FOR SPECIAL PURPOSES (YUGOSLAVIA)

University of Ljubljana

To teach technical English to university students of science and technology. Degree and TEFL qualification essential. Postgraduate qualification in Linguistics desirable. The candidate should have an interest in or experience of materials production or ESP.

Substantial experience of TEFL overseas essential and recording experience would be an advantage.

Preferred age range 30-40.

Salary: 6,000-7,000 dinars per month (present rate of exchange 67/125). This salary is not convertible. Additionally, an annual subsidy of £1,244 paid by the British Council in the UK.

Benefits: Free medical services; employer's portion of superannuation; 1 year contract, renewable; 77 RU 148

MATERIALS PRODUCER (ELT) (OMAN)

Ministry of Education (English Department), Muscat

To produce support materials and audio-visual aids to undertake in-service course for teachers of English.

Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience and some experience in production of A/V materials.

Salary: £4,589-£5,618 pa.

Benefits: free furnished accommodation; overseas and children's allowances; 2 year contract, renewable; 77 AE 3

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)

Regional English Language Adviser, Aden

Man only. Graduate with university/ RSA TEFL qualification and 7 years' experience including some in the Arab world. Knowledge of Arabic highly desirable.

Salary: £5,410-£7,054 plus 10 per cent inducement allowance.

Benefits: Free furnished accommodation; personal and children's allowances; medical benefit; employer's portion of superannuation contribution; 77 AE 18

SENIOR ENGLISH TEACHER (BAHRAIN)

Manama Boys Secondary School (Commercial Section)

Candidates, men only, must be graduates and/or qualified teachers with experience in TEFL and use of language laboratories.

Salary: £4,235-£5,260 pa. No local taxation.

Benefits: Free furnished accommodation; overseas and children's allowances; 2 year contract, renewable; 77 AS 39

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London, W1V 2AA.



UNIVERSITY APPOINTMENTS continued

GALFORD

THE UNIVERSITY OF NORTHUMBRIA

LECTURER IN MUSIC

The appointee will be required to undertake a broad range of teaching and research in music. The appointee should have a first class honours degree in music and a postgraduate qualification in musicology. Research interests should be in the field of musicology, particularly in the area of medieval and renaissance music. A degree in keyboard performance and an advanced instrumental specialization are also necessary.

Salary: £3,532 to £4,973 per annum U.S. \$11,831-17,111.

Further particulars and application forms may be obtained from the Registrar, University of Northumbria, 100-102, Leazes Road, Newcastle, N.E.1 7RU (tel. 734 0843, ext. 211) to whom completed applications should be returned by December 30, 1977, quoting reference M15/77/200.

U.S.A.

Unusual teaching opportunity in a unique graduate interdisciplinary programme at the University of California, Santa Cruz.

The history of Conventualism, penitence, and the monastic ideal, provides opportunities for graduate study in the Humanities and Social Sciences, students with interests that cut across the boundaries of more traditionally focused programmes.

The programme has an opening at the ASSISTANT PROFESSOR level, beginning Fall Quarter 1978. The salary range begins at \$15,100. Minimum qualifications: Ph.D. in the Humanities or Social Sciences. Applications should be sent to the Director of Graduate Studies, University of California, Santa Cruz, CA 95064, U.S.A. The University of California, Santa Cruz, CA 95064, U.S.A. Further information is available on October 14, 1977.

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UNIVERSITY APPOINTMENTS

SALFORD

THE UNIVERSITY OF Salford

LECTURER IN MUSIC

The appointee will be required to undertake a broad range of teaching and research in music. The appointee should have a first class honours degree in music and a postgraduate qualification in musicology. Research interests should be in the field of musicology, particularly in the area of medieval and renaissance music. A degree in keyboard performance and an advanced instrumental specialization are also necessary.

Salary: £3,532 to £4,973 per annum U.S. \$11,831-17,111.

Further particulars and application forms may be obtained from the Registrar, University of Salford, 100-102, Leazes Road, Newcastle, N.E.1 7RU (tel. 734 0843, ext. 211) to whom completed applications should be returned by December 30, 1977, quoting reference M15/77/200.

Colleges of Education

EXETER

SAINT LUKE'S COLLEGE

TEACHERS' TRAINING IN PHYSICS

Applications are invited for the above post. The successful candidate will be required to have a first class honours degree in physics and a postgraduate qualification in physics. The successful candidate will be required to have a first class honours degree in physics and a postgraduate qualification in physics.

Salary will be in accordance with the Salaries Scale for lecturers.

Applications should be sent to the Director of Graduate Studies, University of Exeter, Exeter, Devon, EX4 4JF, U.K. Further information is available on October 14, 1977.

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LONDON

MINCH LONDON EDUCATION

PHILIPPA LAWRENCE

LECTURER IN ENGLISH

Applications are invited for the above post. The successful candidate will be required to have a first class honours degree in English and a postgraduate qualification in English. The successful candidate will be required to have a first class honours degree in English and a postgraduate qualification in English.

Salary will be in accordance with the Salaries Scale for lecturers.

Applications should be sent to the Director of Graduate Studies, University of London, London, W.C.2, U.K. Further information is available on October 14, 1977.

MINCH LONDON EDUCATION

PHILIPPA LAWRENCE

LECTURER IN ENGLISH

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Salary will be in accordance with the Salaries Scale for lecturers.

Applications should be sent to the Director of Graduate Studies, University of London, London, W.C.2, U.K. Further information is available on October 14, 1977.

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Woodend Observation and Assessment Centre, Atherton, Manchester

TEACHER FOR GENERAL SUBJECTS

Salary Grade - Burnham 1, £2,867 to £4,557 (bar at £4,239), plus allowances totalling £1,443 per annum, which includes overtime duty allowance.

Required at the above Centre, working with small groups. In addition applicants should be able to specialize in teaching of Physical Education and there is a well-equipped gymnasium on the premises.

Three-bedroomed accommodation for married applicants, and bed-sitting-room for single applicants, if required, at the appropriate charges.

For further details contact Mr. I. D. Williams, Superintendent, at Atherton 4621.

Application forms are available from and returnable to the Chief Personnel Officer, Civic Centre, Millgate, Wigan. Closing date: November 18, 1977.

Metropolitan Borough of WIGAN

DISTRICT OF THE WREKIN COUNCIL RECREATION DEPARTMENT

MANAGER - OAKENGATES LEISURE CENTRE

Salary: £4,768 - £5,085

We require a Manager for the above Centre which is jointly provided by County and District Councils.

The Centre is situated in a residential area of Telford and facilities include swimming pool, sports hall, social area and coffee bar and in the very near future extensive outdoor facilities.

The successful applicant will have wide experience of recreational management and a management qualification is desirable. Benefits include temporary housing accommodation; removal and other expenses up to £400; assisted car purchase; free life assurance; first class working conditions.

Application form and job description are available from the Personnel Department (Tel Telford 80081 Ext. 21) and should be returned to Ros Eckert, Assistant Personnel Officer, 475 ALD, not later than November 14, 1977.

THE ANGLICAN INTERNATIONAL SCHOOL Jerusalem

Vacancies for September, 1978:

1. Reception Class (aged 5).
2. (a) English up to 'O' Level with some 'A' Level if required.
- (b) Either Geography or Biology to 'O' Level.

An advantage if either candidate for 2 (a) or (b) can add qualifications for P.E. or teaching English as a second language.

Applicants must be committed Christians and have had at least two years' teaching experience. Some re-orientation training will be provided. There is no married accommodation.

For job description apply to: The Candidates' Secretary, (TES), The Church's Ministry among the Jews, Vincent House, Vincent Square, London SW1P 2PX.

Scotch College Melbourne requires a DIRECTOR OF MUSIC

to succeed Mr. George Logie-Smith who has held the position since 1959 and who will retire in May, 1978.

For information about the position and about application for it please write to:

The Principal, Scotch College, 491 Glenferrie Road, Hawthorn, Victoria, 3122, Australia.

APPLICATIONS CLOSE ON DECEMBER 5TH, 1977.

COMMUNITY HOMES Appointments continued

BUCKINGHAMSHIRE

EXPERIMENTAL NEW CITY YOUTH PROJECT

Experience in youth community work, social work, and education, and a degree in education or a related subject.

Must have ability to conduct research, write reports, and manage a team.

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RUNCORN AND WINNES Appointments continued

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